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ABSTRACT

A study evaluated the social studies program in Kenya's Primary Education Project Schools as a prerequisite to designing and developing appropriate video media for future training of Kenya's inservice teachers. A questionnaire, a teaching-learning observation schedule, and informal interviews were used for collecting data from teachers in 49 trial schools, and several headmasters and parents. These instruments were prepared to help answer questions aimed at finding out teachers' familiarity with content and methodology of social studies, teachers' and pupils' reactions to various social studies units, and teachers' and parents' attitudes toward the subject. Data analysis showed that teachers used recommended teaching strategies and that both students and teachers were enthusiastic about social studies. Because teaching material was found to be lacking, a recommendation was made to prepare a video program illustrating effective use of field trips and resource people in teaching and learning. Such a program is outlined and includes a shooting/editing script and commentary. Many of the research instruments are appended, and numerous tables display study data. (JMK)

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in Curriculum Development & Evaluation

ED234001

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No. 52

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MARGARET A. MUTISO:

TOWARDS DETERMINING AND DEVELOPING AN APPROPRIATE VIDEO PROGRAMME FOR IN-SERVICE TRAINING OF PRIMARY SCHOOL TEACHERS IN KENYA

1982

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TOWARDS DETERMINING AND DEVELOPING AN APPROPRIATE VIDEO PROGRAMME FOR IN-SERVICE TRAINING OF PRIMARY SCHOOL TEACHERS IN KENYA.

BY

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A PROJECT

SUBMITTED TO THE FACULTY OF EDUCATION OF THE UNIVERSITY OF NAIROBI IN PARTIAL FULFILMENT OF THE REQUIREMENTS OF THE POST-GRADUATE DIPLOMA IN CURRICULUM DEVELOPMENT.

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ABBREVIATIONS

A.S.S.P.	-	African Social Studies Programme.
C.C.T.V.	-	Closed Circuit Television.
C.R.E.D.O.	-	Centre for Curriculum Renewal and Educational Development Overseas.
E.D.C.	-	Education Development Centre.
I.B.R.D.	-	International Bank for Reconstruction and Development.
K.I.E.	-	Kenya Institute of Education.
P.E.P.	-	Primary Education Project.
P.T.E.P.	-	Primary Teacher Education Project.

DEDICATION

This study is dedicated to my late kid brother, David Musalia Mwenesi, aged 24, who served as an Aeranautical Engineer at the Kenya Air Force for only 4 months before his death on 1st August, 1982, from a skull injury inflicted by workmates in the early hours of 18th July, 1982, because of his anti-violence principles, AND to all peace-loving people of the world.

CHAPTER I

BACKGROUND TO THE STUDY

INTRODUCTION:

The post World War II period in many parts of the world has been characterized by a social revolution. Educational expansion has been a major element of the revolution. The view of the United Nations organization (U.N.O.) which was formed soon after the War is that education is a birthright of all citizens. On the other hand, nations regard education as an essential component to developing of manpower resources and the production of citizens who are conscious of their social responsibility.

African nations have been closely associated with these convictions. In May, 1961, at the dawn of political independence of most African countries, delegates of 39 African states, and five European colonial powers (Belgium, France, Portugal, Spain, and the United Kingdom) met in Addis Ababa, Ethiopia, to discuss education in Africa. This was the first time in Africa that the education of Africans was discussed essentially by Africans at a continental level. The conference set 1980 as the target for attainment of universal primary education in Africa.

The immediate national implementation of the Addis Ababa resolutions and recommendations marked the beginning of a rapid expansion of primary, secondary and higher levels of the educational systems in African countries. Colonial systems of education were rapidly expanded with hardly any modifications.

For the period just after independence this system of education seemed to be adequate. But today's new demands and aspirations have rendered these colonial systems irrelevant and defunctional.

The Primary Education and Primary Teacher Education Projects

Since independence, Kenya has steadily continued to make attempts to provide relevant and quality education to her school children. 1967 saw the introduction of national primary education syllabus to replace the racial syllabuses that were then in use. Although the 1967 syllabus was revised in the early 1970's the continuing concern over the quality, content, and relevance of the seven year primary education has grown. A Kenyan primary school graduate is not equipped with the appropriate knowledge, values, skills and attitudes that will help him/her to participate fully in the social, political, economic and spiritual life of the nation.

In 1978, Kenya Institute of Education (K.I.E.)[2] launched both the Primary Education Project (P.E.P.) and the Primary Teachers Education Project (P.T.E.P.). The primary objective of the projects is to design, develop, and implement new primary and primary teacher education curricula materials to bring about desired changes. The teaching of social studies as an integrated field of study for Kenya's primary schools and primary teachers' colleges is one of the project's developments. In their view social studies means the subject plan and approaches which regard History, Civics, Geography and Social Education as an integrated field of study.

The project's definition of social studies is rather narrow. The subject is complex: its purpose being to help the learner understand the way man lives as an individual and in association with his fellow men; the way men survive as human beings and regulate their lives and their relationships as individuals or collectively with others. Since environments vary from place to place and the subject concentrates on the study of man in his environment, to date nations of the world have not come up with a common definition of the subject. However, many nations are agreed that it is the subject best suited for inducting new members into the society, transmitting cultural heritage to the young, developing in its people a feeling of national pride, loyalty, patriotism, and self-reliance. As such one may regard it as the over-all name for a group of subjects which include, History, Geography, Civics, Economics, Sociology, Anthropology, Literature, Religion and other social science disciplines. But it is not an amalgamation of these subjects, it should be seen as indicating a community of interest shared by them.

Kenya is among the last few English speaking countries of Africa to introduce the social studies programme in her school Curriculum.

The African Social Studies Programme (A.S.S.P.)

The efforts made by some African countries to update their curriculum during the 1960's attracted the support of two organizations. The African Educational Programme (A.E.P.) of the Education Development Centre (E.D.C.) and the Centre for curriculum and Educational Development Overseas (C.R.E.D.O.)[4].

These two organizations had been formed independently but they agreed to convene a conference on curriculum development in Africa.[5]

The conference was held from 10th to 16th September 1967, at the Queen's College, Oxford, England. The 39 participants at the Conference included representatives from 13 African countries, A.E.P. and C.R.E.D.O. A lot of time was devoted by the participants to the consideration of social studies in the primary school. They felt that the subject could make a valuable contribution to the attainment of certain of the fundamental objectives of education, and could be used to develop the ability to think clearly and creatively as well as to help the pupil understanding his environment.

Before the conference came to an end, several resolutions were made. One of them was that E.D.C. and C.R.E.D.O. were to convene within the next year a conference of social scientists and educators from Africa, Britain, and the U.S.A. Arrangements were made to hold the conference at Mombasa, Kenya. To ensure that all the countries which had come together at Oxford would be represented at Mombasa, invitations were issued to Ministries of Education as well as to individuals.

From 19th to 30th August, 1968, 25 African educators met with 7 British and 6 American representatives of C.R.E.D.O. and E.D.C. respectively at Mombasa. Observers to the conference were invited from organisations such as United Nations Educational Scientific and Cultural Organization (UNESCO), the Commonwealth Secretariat, the Danish Secretariat for Technical Co-operation with Developing Countries, the Ford Foundation, the British Council, the African Mathematics Programme, the African Primary Science Programme and the Overseas liaison committee.

The most significant product of the Mombasa Conference was the formation of a regional organization under the name African Social Studies Programme (A.S.S.P.). When the organization was formed, it was defined as a conference or a meeting point of African educators to ruminate on the development of new curricula in social studies for schools in Africa.

This definition tended to limit the organization to interest groups and individuals. In 1974, African Governments through their Ministries of Education were invited to take over the organization. Since then it has become an inter-governmental arrangement for the development, maintenance, expansion and strengthening of new curricula in the social studies for schools in Africa.

The A.S.S.P. aims of social studies as set down at the Mombasa Conference are:-

a) To create an awareness and an understanding of the evolving social and physical environment as a whole, its natural, man-made, cultural, and spiritual resources, together with the rational use and conservation of these resources for development.

b) To develop a capacity to learn and to acquire skills including not only the basic skills of listening, speaking, reading and writing and of calculation, but also the skills of hand, together with the skills of observation, analysis and inference which are essential to the forming of sound judgement.

c) To ensure the acquisition of that relevant knowledge which is an essential prerequisite to personal development as well as to a positive personal contribution to the betterment of mankind.

d) Finally, it is of the utmost importance to develop a sympathetic appreciation of the diversity and interdependence of all members of the local, community, and of the wider national and international community.

- The Social Studies Experimental Programme in Kenya 1971-74

Soon after the Oxford Conference in 1967, Kenya embarked on the preparation of social studies materials for lower primary classes[6]. The materials were introduced into 26 experimental schools in 1971. The teachers in these schools were given an orientation course prior to the introduction of the materials. In 1974 the programme was abandoned.

Information gathered from reports on the programme at the K.I.E. reveal that two main reasons let to it being abandoned. These were insufficient manpower at the curriculum development centre, and lack of policy from the Ministry of Education for the curriculum developers.

The latter reason meant that it was difficult to implement and evaluate the materials prepared as quite often there was no transport to facilitate supervision of the experimental schools. It also meant that the Kenya School Equipment scheme was not prepared to give extra equipment and material to the schools. Another factor was that because of improper deployment; the teachers who had undergone orientation courses in social studies were transferred from the schools and replaced by teachers who had no knowledge of the experiment. And finally, there were no plans to introduce the programme into primary teachers' colleges.

Since it is the Government's policy to implement the integrated social studies programme, both pre-service and in-service teachers (trained and untrained) must be trained and oriented to teach it.

The Primary Education Project has set down both the general and the specific objectives of teaching social studies in Kenya Primary Schools. In this article only the general objectives will be outlined.

At the end of the course, the child will be able to:-

1. Recognize the family as a useful social institution.
2. Understand and use the environment for the individual, national and international development.

3. Have acquired knowledge and show appreciation for the historical background of our community.
4. Have acquired a sense of value and appreciation of ethical values of Kenyan society.
5. Show the development of attitudes, beliefs and values that lead to equitable distribution of wealth.
6. Show respect for the dignity of labour and appreciate its role in the production of wealth.
7. Understand the structure and functions of the Kenya political system.
8. Identify, understand, and have respect for the different ways of life (cultures) in Kenya, Africa and the world.
9. Recognise and understand the need for and importance of interdependence of nations.

Methods of Teaching Social Studies

According to three well known scholars of social studies, Ehman, Lee; Mehlinger, Howard; and Patrick, John of Indian University, (1974), there are two well known methods of teaching: that of authority (didactic method) and that of inquiry. These scholars have gone further to differenciate method from other terms which it is often confused, namely, technique, mode and strategy.

Technique refers to the specific instructional devices employed to teach lessons such as discussions, projects, lectures, guest speakers, field trips, role play exercises, and many others.

Mode is the style of instruction adopted by the teacher. The two modes of instruction are discovery and exposition. Both these instructional modes use instructional techniques but the way they use them is what differenciates them. The discovery mode challenges students to derive their own answers from incomplete information. Techniques such as tape-slide, discussions, guest speakers, field trips, are employed. But the exposition mode requires students to master material presented to them. The same techniques as those in discovery mode, may be employed. The teacher however, uses the techniques to expose all the knowledge he wants the pupils to acquire. For instance, if two teachers use a field trip technique to teach a certain topic, the discovery mode teacher will discuss with his class what they are likely to encounter, take them for the trip and then have further discussions, on their experiences, guiding them eventually to draw relevant conclusions about the topic. In contrast, the exposition mode teacher will give a series of lectures on the topic and then take students for a field trip to reinforce his teaching.

The third term strategy refers to the overal plan developed by a teacher to achieve/reach his instructional objectives. Both techniques and modes are used in an instructional strategy.

The techniques and modes are used in each lesson of a given unit in a manner that facilitates the linking of that lesson to both the the previous one and the forthcoming one - because the teacher remains systematic in his approach.

Method means the overall approach taken by the teacher. It determines his and the students behaviour patterns with respect to the subject being taught.

From the foregoing discussion it is evident that teaching method is not identical with technique, mode or strategy; these three are parts of teaching methods.

In the past, and even today, the tendency has been to teach the social science disciplines by the didactic method whereby the teacher is acknowledged as the intellectual leader who has the best answers to all pupils' questions. The use of this method compels the pupils to learn many pieces of information by heart to pass tests and examinations. This method of teaching is detached from the experiences of the pupils. They get out of school to start a new learning procedure to fit into the community they were supposed to have been trained to serve.

The researcher is in support of the inquiry method of teaching whereby the pupil is actively involved in the learning process. This prepares him as an independent learner who can adjust his attitudes and beliefs and can easily absorb new knowledge through out his lifetime.

Statement of the Problem

Being a new discipline, instructional materials in the social studies are few, not only in Africa but in many other developing and developed countries. The environment, however, is an adequate resource material for teaching social studies but very few teachers make enough use of it because they lack the appropriate skills.

In the social studies classroom instructional materials should be diverse not limited to pupils textbooks and teachers' guides. Quite often in many parts of Africa the textbooks and teachers' guides leave a lot to be desired in terms of quantity and quality.

The teacher of social studies therefore needs training in skills that will enable him to develop his own instructional materials and also to educate learners to do the same. If inquiry skills are developed in the learners, they will be able to find out things on their own: they will learn to find out not only from their teacher but also from their classmates. This way the natural tendency to inquire will gradually develop in them as they learn to learn how to learn as well as use learning to develop an attitude to play a role as meaningful citizens in their own community.

Since the inquiry method encourages pupils to touch, feel, smell and taste materials, learning is made part of life and the knowledge acquired by touching, feeling, smelling and tasting can be retained more than that which is given by the teacher through long lectures.

Apart from promoting discovery of ideas, the method also allows the pupils to do reflective thinking and proper investigation before reaching conclusions or taking decisions. This is because it involves teacher-pupil interaction in an intensive manner.

As already mentioned the inquiry method encourages the use of the natural and man-made environments. Both the teacher and the pupils should make the classroom information rich by collecting and keeping newspapers, magazines, books, seeds, stones, flowers, games, and traditional (historical) objects such as spears, swords, skins, shields, bows and arrows, and also use trips, discussions and guest speakers to facilitate learning. In the teaching profession it is a well known fact that the more materials available to a teacher, the greater the chances for learning to be enriched enough for the learner to understand the subject.

From the foregoing it is needless to emphasize that a textbook by itself cannot enable pupils to acquire concepts, values and skills in social studies. It is the inquiry method that will enable the teacher to teach and the students to build up attitudes, values, skils and knowledge that will enable the learners to become more thoughtful inquirers of their environment.

Purpose of Study

As stipulated in the 3rd International Bank for Reconstruction and Development (IBRD) loan to Kenya; a Learning Resource Centre (L.R.C.) is being built at each of the 16 primary Teachers' Colleges in the Country.

Among other facilities each centre will consist of a multi-media library, micro-teaching suite, production workshop, teaching aids equipment store, seminar rooms, technician workshop and offices. Under the auspices of the Kenya Institute of Education, the centres are expected to help in spearheading qualitative improvement in primary education.

To play their expected role these centres will bring together a wide range of classified resource materials; produce and use multi-media materials; introduce and encourage the use of less formal primary methodological practices, provide in-service courses and up-date teachers in the catchment areas; and disseminate adopted curriculum materials and practice.

As mentioned in the introduction, teachers (trained and un-trained) in primary schools, and both students and lecturers in the primary teachers' colleges have a social science background, therefore, a video programme on teaching social studies will not only concretize and enrich the teaching, it will also expose the users to wider vistas in the search for qualitative education.

While Kenya Institute of education has made films and video programmes on teaching of science, mathematics, languages, and education psychology, no social studies media production has been undertaken. In brief, the purposes of this study were:-

1. To find out how well prepared primary school teachers are to teach social studies by evaluating the implementation of the programme in the P.E.P. schools.

2. On the basis of the findings to design and produce a video programme with a view to improving the teaching of social studies not only in the P.E.P. schools but in all Kenya's primary schools to which the Ministry of Basic Education intends to introduce the subject soon.

Significance of study:

Since part of the World Bank (IBRD) loan is to supply each primary college with a set of Closed circuit Television (C.C.T.V.) equipment, the programmes will be copied and sent to each of the colleges for immediate and future use.

At the moment of writing it is estimated that 37,000 of the 120,000 primary school teachers in Kenya are untrained. The intake into the primary Teachers Colleges which offer a two years course is at the rate of 6,000 students per year. There is therefore very little hope of eradicating the untrained teachers from Kenya's primary schools in the near future. This problem is worsened by the fact that Kenya's population is rising at the rate of 3.8% per annum. As such the value of a video programme demonstrating proper teaching of social studies - a subject whose approach is new to lecturers and students in primary teachers colleges and to both trained and untrained teachers cannot be over emphasized.

Furthermore the C.C.T.C. programmes unlike broadcast television programmes are under the control of the users. They can use them at the most suitable time and the most suitable pace, interrupting the recording as necessary with explanation and comment. This way the programme will make learning interesting and instruction more effective.

Another factor worth noting is that the programme will be a time saving device. The time available for providing in-service courses to teachers is very limited (usually 4 - 8 hours). Those conducting the in-service courses will have sufficient time to discuss with the teachers how to effectively teach social studies after seeing the programme.

Limitation of Study:

It is difficult to identify good teachers of social studies because the subject is in its trial stage. If good teachers are identified, their performance might not be up to the expected standards when compelled to teach in camera and surrounded by the production crew. The use of professional actors would have been ideal but they were bound to be very expensive. Although the Kenya scene at the moment has some talented actors whose services could be sought, familiarizing the with the subject and the pupils in class would have taken quite some time. The exercise would have been time consuming on the part of both the professional and the pupils. For the pupils it would be labelled a time wasting exercise. This would have antagonize the school administration and the parents of the pupils.

Considering that the writer was expected to produce the programme within a period of three months she could not afford to indulge in any time consuming exercises however valuable they were likely to be to the programme.

The financial limitations of this programme are not confirmed to professional actors, the cost of travelling in the country is quite high and so is that of video tapes. It was therefore not possible to travel and film in different locations.

Inspite of the problems highlighted above, the writer properly organized the production crew, the teachers and pupils selected for filming. With the required guidance they do their best to make the programme worthwhile.

Literature Review:

At the Mombasa Conference in 1968 the issue of teaching the social studies was discussed at length. It was agreed that for the objectives of the subject to be achieved the inquiry method of teaching was to be adopted. In the Report of the Conference (1968, p.6) it is clearly stated:

> "The school should encourage the children to find things out for themselves, to record their discoveries in writing; in drawing, in modelling, in making things, and perhaps even in acting, miming, and in dancing. Throughout these activities the schools must encourage children to think for themselves, to discuss and to form opinion logically to appreciate one another and to work hard and honestly together."

Uncertainty and fear often accompany all new ideas and methods. The conference participants were aware that there were teachers in the field who had grown accustomed to the use of the authorisation approach of teaching and were bound to have doubts about how to control their classes when using the new approach These same teachers, would also have fears that their roles/powers would be unsurped by the new method. The report clarifies that the inquiry approach gives the teacher more responsibility especially at the introductory stage because pupils too would be unfamiliar with it (p.8):

> "Greater freedom of choice in the classroom would not mean loss of control by the teacher of the most important aspects of the work in his class - the rate and nature of learning. Also his responsibilities would be greater -,he must be prepared to meet whatever possibilities might arise with a class pursuing various lines of enquiry and must follow carefully each pupils' individual development, planning ahead so that the pupils' needs can be effectively met. When the "enquiry" approach is initially introduced the teacher will have to provide a lot of guidance."

The significant role a teacher plays in the formal education system is emphasized by J.S. Farrant (1980):

> "The key to the quality of the formal system of education does not lie in 'curriculum development' or in school reform; it rests squarely on the quality of the teachers who operate the system: that is why teacher education is vital."

In her various newsletters after the Mombasa Conference the A.S.S.P. has continued to emphasize that the role of the teacher in a social studies classroom is not that of a by-stander but of a co-seeker of knowledge with the pupils. Newsletter No. 9 (1975, p.6).

> "In this approach both the teacher and the pupils will be learning. The teacher of social studies will therefore be expected to read more, plan more, collect many varied aids, associate and relate more and guide more."

This is expounded on (p.7) through the comment that:-

> "The key idea in social studies is that the topics and teaching must be made meaningful and related the child's physical, mental, emotional, environmental and cultural experience may be immediate, distant, current or past. Social studies teachers should be acquainted with literature published by psychologists like Piaget, Otaala, Durojasy, Nsereko-Gyagenda, and Apolot on the development stages of children, on the transfer of knowledge and on the value and effect of the active involvement of each of the senses on learning and remembering. Awareness of what happens in the children's minds will assist the teachers to gain insight into how best to facilitate children's involvement in learning regarding choice of experience, aids, materials and the approaches."

It is important that the teacher reads widely to keep himself well informed and uptodate if he is to give proper direction that will enable pupils to take full advantage of the learning experiences exchanged in the classroom. Support for this is found in Newsletter No. 5 (April, 1975, p.1):

> "The A.S.S.P. prefers the exchange of knowledge among the pupils, between the teacher and pupils and among teachers and pupils because the view all involved in the process as co-creators of knowledge. The ultimate aim is to create a systematic/sustained structure to make learning possible/easy and allow youths to acquire useful knowledge for their adult role as active/useful citizens in their community."

Some of the papers presented during the A.S.S.P. seminars/conferences have continued to emphasize the importance of the inquiry approach of teaching social studies.

In a paper presented by Sylvester Dioh to the 1980 seminar, he says that (p.15):

> "The inquiry and problem solving approach is considered to be one of the most effective ways of teaching social studies."

Dioh also comments on the role of the social studies teacher (p.16):

> "In the inquiry and problem solving approach the teachers role is basically that of a facilitator of learning. His primary responsibility is to create the right kind of learning environment. He should act as a catalyst, innovator, and assistant who favourably responds to the needs and aspirations of his learners."

Dioh's view is supported by authors who have written about the art of teaching in general. Logan and Logan (1971 p.59) state that:

> "As motivator the teacher stimulates and challenges his students to think critically. He initiates problem situations for the children to identify. The focus and direction of the childrens' search is provided by his questioning. Assuming the role of information giver only when his students request it, or when it becomes apparent that activities which have wandered afield from the original goal must be redirected. As referrer or resource person, he guides children to materials and sources of information needed in solving the problem. As advisor and counsellor he provides children with needed encouragement, diagnoses difficulties, and gives assistance. As disciplinarian he guides children towards the concept of self-discipline, so essential in the problem-solving approach to teaching. However, he recognizes that discipline is necessary to avoid chaos and confusion."

To sum up what the teacher achieves by the inquiry method is the work of several authors: John Patrick, Alan Backler, Sae-gu Chung and Raji Jaiman (1981, p.177: they conclude that:

> "When students personally experience the process of searching for knowledge, they are acting to the fullest as independent thinkers and learners."

Definition of Terms

1. Primary Teachers' Colleges:

Refers to institutions where primary school teachers undergo a two year pre-service training period. These colleges are post secondary school training institutions. Duration of primary school in Kenya is 7 years and secondary school is four years.

Those intending to go to university undergo a further 2 years of secondary school education (Forms five and six). Some of the students who do not quality for university at the end of Form six are admitted to primary teachers' Colleges.

2. Kenya Institute of Education:

Is a grants-in-aid institution with a governing Council and a director.

It is the national and official institution charged with the task of curriculum development and research work in Kenya for all levels of education, excluding work for university education.

3. Education Development Centre (E.D.C.) Inc. is a private non-profit Corporation engaged in education research and development. Founded in 1958, it has become a leading Centre for Curriculum reform and institutional development in the U.S.A. and abroad. In the mid sixties E.D.C. expanded its work in pre-service and in-service teacher training, community support for educational programmes and school change.

E.D.C. has an African Education Programme (A.E.P.) which assists a number of African countries in the development of new curriculum materials.

4. The Centre for Curriculum Renewal and Educational Development Overseas was established in London in 1966. Its aim was to assist developing countries which wished to revise their curricula in the light of modern development.

5. Since C.R.E.D.O. and E.D.C have similar purposes, they agreed to seek ways of working together so as to serve the interests of African countries better than if they worked independently. They were also encouraged by the initiative already taken by some African countries in the field of curriculum development.

6. Lower Primary:

This refers to the first three years of primary school.

7. International Bank for Reconstruction and Development:

(IBRD) is an affiliate of the World Bank which lends money to developing countries at very low interest rates to finance their development projects.

CHAPTER II

METHODOLOGY

This study deals with two tasks:

1. To find out how well prepared primary school teachers are to teach social studies by evaluating the implementation of the programme in the P.E.P. schools.

2. On the basis of the findings to design and produce a video programme with a view to improving the teaching of social studies not only in the P.E.P. schools but in all Kenya's primary schools to which the Ministry of Basic Education intends to introduce the subject soon.

It is the intention of the Ministry of Basic Education to introduce social studies to all the primary schools in Kenya after the material on trial has been evaluated and revised.

Teachers in the trial schools usually undergo short in-service courses to acquaint them with the material they are expected to teach to the pupils.

The teaching force in the trial schools as elsewhere in typical Kenya primary schools comprises both trained and untrained teachers. Except for the short in-service courses mentioned, the integrated social studies approach is new to these teachers. They were never exposed to such a philosophy during their educational career. They are used to the traditional approach whereby history, geography and civics are taught as separate subjects.

Since the success of a new programme depends to a large extend on how much the personnel who are expected to implement it have been made competent for the purpose; the researchers intention was to find out how well prepared primary school teachers in Kenya are to teach social studies. To achieve this data was being collected regarding the strengths and weaknesses of the programme with respect to the adequancy of the in-service courses provided and the instructional materials developed by K.I.E.

The Population:

The target population for this study included all the teachers of classes 1 to 4 from primary education project schools. There are 48 schools but Ndongoro, Kaitheri, Kamigwa, Temple Road, Cheploch, and Kamanasim schools were excluded. Realizing that one of the schools was to be used for filming purpose the researcher selected Ndongoro primary school for two main reasons: distance and setting. The school is situated 16 kilometers to the west of the Kenya Institute of Education, thus travelling to carry out the filming was not an expensive undertaking in terms of transport. And although it is quite close to Nairobi City; lying 2 Kilometres to the north-west of the boundary in Kiambu District, its setting is more representative of rural life than urban life. Bearing in mind that 80 per cent of Kenyans leave and attend schools in the rural areas a programme filmed in a rural setting was considered to be more meaningful to teachers than that with an urban setting.

Soon after deciding to use Ndongoro school the researcher informed its Headmaster and all the teachers of classes 1 to 4 so that they would be prepared to spare their time for the filming excercise when required to do so.

The other 5 schools were selected for pretesting the instruments the researcher developed. She selected them because they are not too far from K.I.E. so she would visit them, administer the instrument and return to K.I.E. the same day.

Instruments

To evaluate the social studies programme two instruments namely a questionnaire and a teaching learning observation schedule were developed, field tested and revised.

A third instrument was developed for evaluating the video programme but it was not field tested.

(i) Questionnaire

To construct the questionnaire, the researcher scrutinized all the P.E.P. social studies materials, some research documents and literature in the field of social studies education such as those published by the African Social Studies Programme. She then drafted a set of both open ended and closed items. These were intended to elicit information regarding objectives, content and methodology of social studies and also the teachers feelings towards the subject.

The draft questionnaire was submitted to four specialists in the field of social studies. Two of these were also specialist in research and evaluation techniques. Their suggestions and opinions were considered when revising the questionnaire. The researcher also decided that she would get honest responses if the questionnaire was anonymous.

To pre-test the questionnaire, copies of it were administered to teachers of 3 P.E.P. schools; Kaitheri, Temple Road and Kamigwa. 6 teachers were selected from each school.

The purpose of pre-testing it was to determine the feasibility of the proposed procedures for coding responses and identify flaws and ambiquities. The completed questionnaire were scored and empirically validated using the t-test of statistical significance to determine the discriminating power of each item. Items that did not discriminate significantly were written or rejected.

The questionnaire used to collect the relevant data is attached to this document as Apendix II.

(ii) Teaching - Learning Observation Schedule

In constructing the teaching-learning observation schedule (T.L.O.S.) the researcher followed the same steps as those followed when constructing the questionnaire. The purpose of the T.L.O.S. was to get information regarding the teachers competence to teach social studies; the pupils reactions to the subject and the facilities available at school for teaching it.

It was essential to observe the teachers teaching because however good instructional materials are they are unlikely to be beneficial to the pupils if placed in the hands of an incompetent teacher.

Briefly, the teaching-learning observation schedule was going to be a supplement to the questionnaire in providing the researcher with a true picture of the social studies programme in P.E.P. schools. It was pretested on 8 teachers, 4 from each of the following schools: Cheploch and Kamanasim, and revised. The revised version is attached to these documents as Appendix III.

(iii) Evaluation Form for Television Programmes

The evaluation form attached to this document as Appendix IV was compiled by the researcher. This was done after she had scrutinized various film and television evaluation formats designed by various authorities including the Educational Media Service of K.I.E.

(iv) Interviews

These were mostly informal. They sought the opinion of the following people about the state of social studies in the primary Education Project schools:-

a) 2 social studies curriculum developers at K.I.E.

b) 10 parents of children attending classes 1 to 4 in P.E.P. schools and,

c) 6 Heads of P.E.P. schools.

Data Collection

It has already been clarified that to obtain background information for this study, all the P.E.P. social studies documents and other available literature on the subject including some A.S.S.P. documents were examined. Thereafter a questionnaire and a teaching learning observation schedule were constructed and pre-tested.

As pointed out in Chapter I, the P.E.P. schools are scattered all over Kenya. It was therefore not possible to travel to each school to administer the questionnaire. The researcher decided to post it to all the schools outside Nairobi City. The questionnaires for the 4 Nairobi schools were delivered and collected personally by her. The teachers in the 4 schools were given one week to complete their questionnaires. Appendix IV shows the schools responding by District and Province and the number of teachers per class.

The researcher had a problem finding out the number of social studies teachers in each school although she had obtained the K.I.E. pilot schools list which shows the number per class in each school. The problem arose after a discussion with the K.I.E. social studies specialist revealed that some teachers in the P.E.P. classes did not teach social studies! He said that most of these teachers declined to teach the subject because they had not attended any of the in-service courses offered and a few lacked confidence.

To be on the safe side, the researcher still used the K.I.E. pilot schools list. Since it is generally assumed that there is one teacher for each stream in a school, the number of streams per class were multiplied by the 4 classes trying the material in order to obtain the number of teachers in a given school. The result determined the number of questionnaires to post to each school. An additional 5 questionnaires were added to each envelope just in case some teachers misplaced theirs.

To ensure that all the teachers completed their questionnaires immediately, a letter urging each school Headmaster to supervise the excercise was enclosed together with a stamped envelope addressed to the researcher. A copy of the letter is attached to this document as Appendix I.

Table I below shows the P.E.P. schools to which questionnaires were sent, the schools whose teachers responded to the questionnaires by class, and the total number of all teachers who responded. Teachers from 37 schools out of 43 responded to the questionnaire. i.e. 86 per cent of the schools responded to the questionnaire. As Appendix V shows the 37 schools are distributed in 7 out of 8 Provinces of Kenya. There is no P.E.P. school in the arid North Eastern Province.

TABLE I

SCHOOL NO.	NAME OF SCHOOL	NUMBER OF TEACHERS PER CLASS	TOTAL
1	Apegei Primary School	STD I - 1 STD II - 1 STD III - 1 STD IV - 1	4
2	Arina Primary School	STD I - 1 STD II - 1 STD III - 1 STD IV - 1	4
3	Bonde Primary School	STD I - 1 STD II - 2 STD III - 1 STD IV - 1	5
4	Bukhuma Primary School	STD I - - STD II - 1 STD III - 1 STD IV - 2	4
5	Chebukwa Primary School	STD I - 2 STD II - 1 STD III - 1 STD IV - 1	5
6	Cheleta Primary School	STD I - 2 STD II - 2 STD III - 2 STD IV - 2	8
7	Dr. Livingstone Primary Sch.	STD I - - STD II - 4 STD III - - STD IV - 2	6

SCHOOL NO.	NAME OF SCHOOL	NUMBER OF TEACHERS PER CLASS	TOTAL
8	Embu County Primary School	STD I - 2 STD II - 2 STD III - 2 STD IV - 2	8
9	Flamingo Primary School	STD I - 2 STD II - 4 STD III - 4 STD IV - 4	14
10	Higway Primary School	-	-
11	Igane Primary School	STD I - 2 STD II - 2 STD III - 2 STD IV - 1	7
12	Idisowe Primary School	STD I - 2 STD II - 1 STD III - - STD IV - -	4
13	Kaburwo Primary School	STD I - 2 STD II - - STD III - 1 STD IV - 1	4
14	Kakamega Primary School	STD I - 3 STD II - 2 STD III - 3 STD IV - 3	11
15	Kampi YaMoto Primary School	STD I - 2 STD II - 2 STD III - 2 STD IV - 1	7

SCHOOL NO.	NAME OF SCHOOL	NUMBER OF TEACHERS PER CLASS	TOTAL
16	Kapchemoiywo Primary School	STD I - 1 STD II - 1 STD III - 1 STD IV - 1	4
17	Karen C Primary School	STD I - 2 STD II - 2 STD III - 2 STD IV - 2	8
18	Kagati Primary School	STD I - 4 STD II - 2 STD III - 2 STD IV - -	8
19	Khadija Primary School	STD I - 3 STD II - 2 STD III - 3 STD IV - 4	12
20	Khwisero Primary School	STD I - 4 STD II - 2 STD III - 3 STD IV - 1	10
21	Kiambuiri Primary School	STD I - 2 STD II - 2 STD III - 2 STD IV - 2	8
22	Kingpatuani Primary School	STD I - - STD II - - STD III - - STD IV - 1	1

SCHOOL NO.	NAME OF SCHOOL	NUMBER OF TEACHERS PER CLASS	TOTAL
23	Kombani Primary School	STD I - 3 STD II - 3 STD III - 1 STD IV - 2	9
24	Maina Primary School	STD I - 2 STD II - 1 STD III - 2 STD IV - 2	7
25	Mandongo Primary School	STD I - 1 STD II - 1 STD III - 2 STD IV - 1	5
26	Matare Primary School	STD I - 1 STD II - 2 STD III - 1 STD IV - 1	5
27	Mnauro Primary School	STD I - 2 STD II - 2 STD III - 2 STD IV - 1	7
28	Mokowe Primary School	STD I - 1 STD II - 1 STD III - 1 STD IV - 1	4
29	Mombasa Primary School	STD I - 2 STD II - 2 STD III - 1 STD IV - 2	7
30	Nasokol Primary School	-	-

SCHOOL NO.	NAME OF SCHOOL	NUMBER OF TEACHERS PER CLASS	TOTAL
31	Ngerenyi Primary School	STD I - 1 STD II - 1 STD III - 1 STD IV - 1	4
32	Nyamachaki Primary School	-	-
33	Olgulului Primary School	-	-
34	Olopito Primary School	-	-
35	Pap Ndege Primary School	-	-
36	Pap Nyandiel Primary School	STD I - 1 STD II - 1 STD III - 1 STD IV - 1	4
37	Parklands Primary School	STD I - 3 STD II - 3 STD III - 3 STD IV - 3	12
38	Rurii Primary School	STD I - 1 STD II - 2 STD III - 1 STD IV - 2	6
39	Sergoit Primary School	STD I - 3 STD II - 3 STD III - 2 STD IV - 1	9

SCHOOL NO.	NAME OF SCHOOL	NUMBER OF TEACHERS PER CLASS	TOTAL
40	Shitaho Primary School	STD I - 2 STD II - 2 STD III - 3 STD IV - 1	8
41	St. Paul's Primary School	STD I - 1 STD II - 1 STD III - 1 STD IV - -	3
42	Vokol Primary School	STD I - 1 STD II - 1 STD III - 2 STD IV - 3	7
43	Waso Primary School	STD I - 1 STD II - 2 STD III - 2 STD IV - 1	6
			247

The researcher used the teaching/learning observation schedule on 24 teachers from 6 schools selected from 43 P.E.P. schools. The schools used to have an asterisk (*) in Appendix V. To complete item 45 of the schedule she held discussions with all the teachers of classes 1 to 4 in each of the 6 schools. The discussions were held with a total of 46 teachers from Dr. Livingstone Primary School; 10; Cheleta - 8; Rurii - 8; Maina - 8; Kampi Ya Moto - 8; and St. Paul's - 4.

Informal interviews were also conducted with the headmasters of the 6 schools. In addition 10 parents from the neighbourhoods of 3 of the schools and with children in the P.E.P. classes were interviewed: 4 of the parents were from Rurii; 3 from Cheleta, and 3 from Kampi ya Moto Primary schools.

Whereas the aim of the interviews with the headmasters was to reveal the facilities available within and around the school for teaching social studies, and also if the recommended methods of teaching the subject were causing any administrative problems; the interviews with the parents were detecting whether they knew their children were being taught social studies and if they had any idea of what the subject was all about.

Data Processing and Analysis:

After the instruments used in data collection had been administered, the responses of the closed items of the questionnaire, and teaching/learning observation schedule were quantified, and appropriate descriptive statistics such as frequencies and percentages were used. The analysis of data from interviews and open ended items was done by adding up frequencies of recurrent responses and by comparing or constrasting such frequencies as the need arose.

Most of the information was condensed in tables.

Design and Development of the Video Programme:

Having completed the evaluation of social studies in the P.E.P. schools and made the recommendations outlined in Chapter IV, it was evident that several video programmes would be essential.

Bearing in mind that the general public were unaware about the origins and objectives of A.S.S.P. and a substantial number of teachers did not feel confident to teach social studies, the researcher decided for the purposes of this study to design a 25 minute programme whose target audience were to be the general public. The programme was to satisfy the following:-

1. – Publicize A.S.S.P.
2. Increase the feeling of national pride, loyalty and patriotism among Kenyans who comprise people of various races, tribes and religions.

The shooting/editing script for the programme appears in Chapter V of this research paper.

The researcher also planned to design and develop video programmes illustrating techniques of teaching social studies. The productions were however to be outside the scope of this project.

CHAPTER III

RESEARCH FINDINGS

As clarified in Chapter I the purposes of this study were:-

1. To find out how well prepared primary school teachers are to to teach social studies by evaluating the implementation of the programme in the primary education project schools.

2. On the basis of the findings to design and produce a video programme with a view to improving the teaching of social studies not only in the Primary Education Project schools but in all Kenyas primary schools to which the Ministry of Basic Education intends to introduce the subject soon.

To solve the first problem the researcher sought answers to certain questions. The following is an account of the main findings about the social studies programme in the Primary Education Project schools in Kenya.

Answers were first sought to the question: To what extent do teachers use instructional approaches and aids recommended for social studies teaching?

Analysis of the questionnaires completed by teachers and information gathered by the teaching/learning observation schedule revealed that many teachers were making an effort to use the recommended social studies approaches. According to table 2 only 16 percent of the teachers admit frequently using the lecture method.

TABLE 2

RESPONSES TO TEACHING STRATEGIES

N = 247

	TEACHING STRATEGY	RESPONSES			
SERIAL NO.		VERY OFTEN	OFTEN	OCCASIONALLY	NOT AT ALL
a)	Use questioning.	158 (64)	79 (32)	10 (4)	0 (0)
b)	Use lecture method	13 (5)	26 (11)	90 (36)	118 (48)
c)	Break the class into small groups	52 (21)	92 (37)	82 (33)	21 (9)
d)	Use dramatization.	22 (9)	66 (27)	138 (56)	21 (9)
e)	Use discussion method.	93 (38)	100 (40)	47 (20)	7 (3)
f)	Use story telling.	34 (14)	87 (35)	114 (46)	12 (5)
g)	Give notes to pupils.	18 (7)	42 (17)	88 (36)	99 (40)
h)	Use local resources	66 (26)	87 (35)	75 (30)	20 (8)
i)	Arrange field trips	22 (9)	51 (21)	143 (58)	31 (13)
j)	Use resource people	32 (13)	66 (27)	111 (45)	38 (15)
k)	Encourage pupils to solve problems individually	34 (14)	76 (31)	91 (37)	46 (19)
l)	Conduct systematic evaluation of each unit	46 (19)	101 (41)	68 (28)	32 (13)

(Percentages are in parentheses)

TABLE 3

TEACHERS RESPONSES ABOUT MATERIALS/TEACHING AIDS THEY FOUND MOST DIFFICULT TO MAKE OR COLLECT

NO.	MATERIALS/TEACHING AIDS	NO. OF RESPONSES
1.	Maps : Administrative, Economic, Population and Migration routes.	99
2.	Apparatus : Rain gauges; thermometer wind vane; campass.	13
3.	Charts and sketch diagrams; due to lack of manilla sheets, felt pens, diagrams of wells and boreholes.	37
4.	Resource people	26
5.	Realia : Samples of minerals, fish traps fishing nets, and cowrie shells.	15
6.	Historical and cultural objects: bangles, necklaces, anklets, spears, bows and arrows.	19
7.	Pictures and photographs of: wild animals; families; methods of transport.	30
8.	Models:	4

The percentages of those who claimed to use two of the strongly recommended social studies approaches are quite high: questioning 96 percent, and discussion 78 percent.

The use of other recommended approaches is however not so encouraging: those who used local resources frequently were 61 percent, field trips only 30 percent, resource people 40 percent, dramatization 36 percent, and those who conducted systematic evaluation of each unit were 60 percent.

The teachers of classes III and IV whose lessons the teacher observed and all the teachers she held discussions with admitted that they found it difficult to arrange field trips for their classes because of lack of finance and time. Some Districts and Provinces are quite large and places of interest such as museums, forests, mines, factories and cashcrop regions (where tea, coffee, and pyrethrum are grown) are very far from the school. If pupils are to travel to these places they would have to spend a night away. This would be very expensive for many of the pupils' parents who are mere peasant farmers.

When asked to suggest how this problem could be overcome the teachers said that one of the solutions was to include many photographs of factories, water falls, tea and pyrethrum farms in the pupils books.

At Rurii Primary school in Muranga District, Centra Province, two teachers said they were willing to help collect information during school holidays for the curriculum developers at the K.I.E. if they were sponsered! In particular they were prepared to take photographs of local crafts (pottery, basketry, and mat-making), sisal and tea farms and waterfalls. Table 3 shows that 30 teachers had problems acquiring pictures and photographs for teaching purposes.

The content of the pupils' book was an issue raised during discussions by a large number of standard IV teachers. They requested that visits to places of interest should not be included in the pupils' books as they demand to be taken on trips because it was written in the books!!

Another issue was the rare use of resource people. Teachers said it was due to the red tape system. For an administrator, for example, sub-chief or chief to come to talk to children in a school, he needed to obtain a letter granting him permission from higher authorities. Both the administrators and the teachers found this process quite cumbersome. According to table 3, 26 teachers found it very difficult to use resource people.

A pressing problem the teachers also faced was the acquisition and storage of local materials. Although in some schools both teachers and pupils co-operated in collecting historical/cultural objects and other materials, there was lack of storage places for them. As a result many of the collected items get lost from the classrooms which have neither lockable doors nor windows. Table 3 shows that 15 teachers had problems collecting and storing realia and 19 had problems acquiring historical/cultural objects.

Teachers of classes I to III all wished that their pupils had well illustrated text-books to make it easier for them to organise pupils to dramatize certain events. May be if their need was met the dramatization strategy would be used frequently. According to table 2 only 36 percent of the teachers use it frequently.

The responses to frequency of use of certain instructional approaches when compaired with responses to statements about methods and facilities for teaching social studies (table 4) and teachers competency to teach social studies (table 5) reveal two factors:-

1. A substantial number of teachers are not proficient in the methods of teaching social studies.
2. The environment of some schools is not conducive to the effective teaching of the subject.

TABLE 4

RESPONSES TO SELECTED STATEMENTS ON METHODS AND FACILITIES FOR TEACHING SOCIAL STUDIES

N = 247

RESPONSE	(q) I have to use the traditional method of teaching fequently in order to cover all the units.		(s) I am not very familiar with the philosophy and methodology of the social programme.		(u) The facilities at my school are not adequate for effective teaching of social studies.		(v) The existing relationship between the school and the neighbourhood (community) does NOT suit the innovative procedures suggested in the social studies programme.		(w) The resource people in the school neighbourhood are keen to participate in the social studies programme only if they are finacially or materially rewarded by the school.	
	No.	%	No.	%	No.	%	No.	%	No.	%
Strongly Agree	12	5	24	10	45	18	15	6	30	12
Agree	66	27	60	24	76	31	61	25	79	32
Undecided	25	10	30	12	4	2	4	2	6	2
Disagree	107	43	107	43	98	40	125	51	94	38
Strongly Disagree	37	15	26	10	24	10	42	17	38	15

TABLE 5

DEGREE TO WHICH TEACHERS FEEL COMPETENT TO TEACH SOCIAL STUDIES

N = 247

RESPONSES	(d) I feel very inadequate to teach social studies.		(e) I enjoy teaching social studies.		(f) It is difficult to write schemes of work for social studies.		(g) Teachers should be specially trained to teach social studies.		(j) It is easy to teach social studies.		(k) Preparing for teaching social studies becomes easier the longer you teach.		(x) I require furth in-service training in order to be well equipped with the adequate knowledge and skills to handl the social studies programme.	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	
Strongly Agree	7	3	84	34	12	5	47	19	11	4	72	29	112	4
Agree	19	8	121	49	41	17	47	19	109	44	129	52	79	3
Undecided	29	12	17	7	13	5	17	7	42	17	31	13	9	
Disagree	124	50	18	7	120	49	108	44	66	27	12	5	35	1
Strongly Disagree	66	27	7	3	61	25	28	11	19	8	3	1	12	

In connection with the first factor, table 2 has already shown that 15 percent of the teachers frequently use the lecture method; Table 4 shows that 32 percent use the traditional method of teaching frequently in order to cover all the units and 34 percent are not very familiar with the philosophy and methodology of the social studies programme. And according to table 5, even though a large number: 83 percent enjoy teaching the subject, some do not find it particularly easy. Only 48 percent admitted they found teaching social studies easy. The need for more training for all the teachers is supported by the large percentage - 77 who felt they required further in-service training in order to be well equipped with the adequate knowledge and skills to handle the social studies programme.

It is also worth noting that although 77 percent of the teachers felt they required further in-service training, a large number of them were steadily growing confident in teaching the subject with the passage of time. 81 percent admitted that preparing for teaching social studies became easier the longer one taught against 38 percent who thought that teachers needed to be specially trained to teach the subject and 11 percent who felt very inadequate to teach it.

As for the environment of some schools not being conductive to the effective teaching of social studies, table 2 shows that 15 percent of the teachers never use resource people, and 45 percent occasionally use them; 13 percent never use feild trips and 58 percent occasionally use them; and 8 percent never use local resources while 38 percent occasionally use them.

Table 4 which is about methods and facilities for teaching social studies, 49 percent of the teachers admitted that the facilities at their schools were not adequate for effective teaching of the subject; 31 percent felt the existing relationship between the school and the neighbourhood (community) did not suit the innovative procedures suggested in the social studies programme, while 44 percent claimed that the resource people in the school neighbourhood were keen to participate in the programme only if they were financially or materially rewarded by the school.

The latter statement does not refer to administrators who as mentioned earlier needed clearance from higher authorities in order to come to school to talk to pupils, but the local craftsmen such as woodcarvers, potters and blacksmiths.

During discussions with teachers, the researcher had learnt that some of these people did not want school children to visit their premises of work.

Table 3 has already revealed that 26 teachers found using resource people very very difficult.

The second question the researcher sough to answer was: what are the reactions of pupils and teachers to the various social studies units?

Although it is very clear from table 6A that nearly all teachers found the statement of objectives for the units they had taught useful, table 6B however, presents a slightly different picture: only 67 percent of the teachers claimed to have found the specific objectives of teaching various social studies units clearly indicated in the draft teachers guide; 78 percent thought they were realistic and could be achieved by teaching the units and 48 percent thought it was difficult to evaluate some of the objectives of the social studies course.

Since all the teachers except one have claimed they found the statement of objectives useful, and 77 percent have already admitted they require further in-service training, and 34 percent have also admitted not being familiar with the philosophy and methodology of the social studies programme, the researcher is led to conclude that

TABLE 6 A & B

(a) Extent to which teachers find statement of objectives useful.

N = 247

RESPONSE	NUMBER	PERCENTAGE
Very Useful	62	25
Useful	184	74
Not Useful	1	0.4

(b) Teachers feelings towards Social Studies objectives.

N = 247

RESPONSE	(d) The specific objectives of teaching the different units in social studies are clearly indicated in the draft teachers guide.		(m) These objectives are realistic and can be achieved by teaching the units.		(r) It is difficult to evaluate some of the objectives of the social studies course.	
	NO.	%	NO.	%	NO.	%
Strongly Agree	30	12	27	11	28	11
Agree	135	55	166	67	91	37
Undecided	25	10	27	11	22	9
Disagree	43	17	22	9	102	42
Strongly Disagree	14	6	5	2	13	5

TABLE 7

TEACHERS FEELINGS TOWARDS THE SOCIAL STUDIES SYLLABII

N = 24

RESPONSE	(b) Teaching Social Studies makes heavy demands on the teacher		(p) The number of units included in the Social Studies syllabii is so large that the teacher cannot get enough time to cover all the units.		(0) The content of the Social Studies syllabus for my class is suited to the level of maturity of the pupils.	
	NO.	%	NO.	%	NO.	%
Strongly Agree	63	26	21	9	27	11
Agree	75	30	40	16	170	69
Undecided	13	5	24	10	21	9
Disagree	63	26	140	57	24	10
Strongly Disagree	30	12	22	9	5	2

TABLE 8

TEACHERS RESPONSES TO AMOUNT OF CONTENT SUGGESTED IN THE TEACHERS GUIDE FOR EACH CLASS

CLASS	UNIT AND SUB UNIT	FREQUENCY OF RESPONSES TO AMOUNT OF CONTENT		
		TOO MUCH	ADEQUATE	TOO LITTLE
1	Home and family	4	41	11
	School	2	28	4
2	School Neigbourhood	2	30	2
	Location	2	21	1
3	Division	2	24	6
	District	3	19	4
4	Position of Province	-	12	3
	The physical Environment	5	15	7
	The people of our Province	4	12	7
	Resources and Economic Activities	1	12	5
	Social and political systems	1	12	4

TABLE 9

RESPONSES TO UNITS AND SUB UNITS WHICH GAVE TEACHERS MOST PROBLEMS TO TEACH

CLASS	UNIT AND SUB UNIT	NO.	PROBLEMS/REASONS
1	Political and social organization in the home.	37	No pupils textbooks extended family system difficult to explain to some children.
	Homestead structure	18	Not enough materials to use when teaching. Insufficient illustrations in teachers guide.
2	Location and sub location.	18	No sub locations and sub chiefs in Nairobi and Mombasa.
3	Mining and bee-keeping.	16	Resources for teaching not available in the location and division.
	Origin migration and settlement.	22	No wall maps; no maps in teachers guide.
	Climate vegetation rainfall and temperature.	15	No teaching aids available.
	Main physical features.	32	No maps.
	Amenities and facilities in the District.	14	No money available for tours.
	Position and size of our District.	11	No maps.
	Collection and preservation of artefacts and other cultural materials - cultural activities.		Some resource people were unwilling to part with the artefacts and to give talks.

CLASS	UNIT AND SUB UNIT	NO.	PROBLEMS/REASONS
4	People of our Province and their origin.	51	Too many tribes and sub tribes in my Province complicates teaching.
	Administrative Division, position and size.	13	No maps.
	Main physical features in relation to population distribution.	32	No maps.
	Climate vegetation rainfall and temperature.	13	Teaching aids not available.
	Mining and bee-keeping.	16	No aids for teaching.

the objectives are suitable and that the in-service course given to teachers to prepare them to teach social studies was not adequate.

The conclusion drawn above is supported by the revelations of Table 7 where 56 percent of the teachers feel teaching social studies makes heavy demands on them. If they were well groomed in the techniques of teaching the subject many of them would not find it so demanding since only 25 percent claim that the number of units included in the syllabus is so large that they cannot get enough time to cover all of them; and a large number 80 percent feel the content of the syllabus for their class is suited to the level of maturity of the pupils.

To discover the short comings of the syllabii/Teachers' Guides for the various classes, teachers were asked several open ended questions. Unfortunately these questions as Table 3 has shown were not popular with the teachers. This is why the responses which appear in Tables 3, 8 to 16 could not be converted to percentages. The items included in the tables are those which were mentioned by more than 10 (ten) teachers.

It is evident from Table 8 that except for the sub-unit "The Family" for class I the content for classes I and II is adequate. Additional content is required for classes III and IV.

Table 9 specifies the-sub units which require additional content for each class and the nature of the teaching aids whose availability would make the teachers' work less problematic. The vital requirements are illustrated pupils' books and maps for all classes. The maps in particular are desperately needed by teachers as Table 3 has already shown.

The need for maps must be indeed pressing considering that many teachers were not interested in responding to the open items of the questionnaire yet such a large number (99) expressed the need for them. Tables 10, 11 and 12 also emphasize the urgent need for both maps and pupils' books. In addition Table 10 shows there is a great need for reference books especially for class IV teachers who are dealing with a larger area: The Province.

Other materials/teaching aids for which there is a need for as shown in Table 3 are instruments for recording weather and stationery for making charts and sketch diagrams.

Since Table 13 reveals that most teachers find the content of the teachers guide for their classes to be clearlly written, the researcher is appealing to curriculum developers at the K.I.E. to prepare supplementary materials for social studies.

Whereas teachers had problems with sub units for which material/teaching aids were difficult to find or collect, they definately enjoyed teaching these sections for which material/teaching aids were not so difficult to find as Tables 14, 15 and 16 reveal.

Worth mention are the sub units for the following classes:

Standard I - The Family.

Standard II - Agriculture, Social Organization, and Cultural Activities, Economic Activities, Industries.

Standard III - Political, social and Cultural Organization

Standard IV - People of our Province and their origin.

Standard I

According to Table 14, 25 teachers admitted that the sub-unit 'Family members' basic needs and roles gave them least problems to teach. Table 15 shows a total of 39 teachers enjoyed teaching that particular sub-unit because pupils knew their family members and enjoyed talking about them and dramatizing activities in a home. The popularity of this sub-unit is shown by Table 16 where 36 teachers have agreed that it interested their pupils most and give the same reasons as in Table 15.

Standard II

Table 15 shows that 37 teachers enjoyed teaching about social organization and cultural activities. The reason most of them gave was that pupils enjoyed talking about past activities.

Table 16 shows that 42 teachers found social organization and cultural activities was among the sub-units which seemed to interest pupils most because of comparing old and new games.

Another sub-unit which teachers and pupils found interesting was agriculture. According to Table 14 it gave 25 teachers least problems to teach, Table 15 shows 28 teachers enjoyed teaching it while Table 16 shows 33 agreeing it seemed to interest the pupils most because the pupils were familiar with it.

Standard III

The sub-unit 'social and cultural organization' was popular with both standard II and III pupils and teachers. 36 standard III teachers claim it gave them least proplems to teach, and 40 say it seemed to interest the pupils most because it was easy to dramatize.

Standard IV

The sub-unit 'people in our Province and their origin' gave 27 teachers least problems to teach and 24 teachers say pupils were most interested in the sub-unit because they enjoyed listening to stories of how their ancestors moved.

TABLE 10

TEACHERS RESPONSES TO SUB-UNITS WHICH THEY LEAST ENJOYED TEACHING AND WHY

CLASS	SUB UNITS	NO.	REASONS
1	Location and structure of the homestead.	12	No illustrations available of various e-steads in the teachers guide.
	Social organization in the home.	24	Extended family gatherings are rare an upils are too young to understand teachers explanations.
4	Main physical features in relation to population distribution.	20	No maps. Teachers guide has little in hation so there is not much to be talked abou
	Administrative dicisions position and size of our Province.	19	Lack of maps and references.
	The people: their origin and distribution.	33	The Province is so large. No maps.
	Cultural activities	14	No resource persons from other communi s.
	Resources and Economic Activities.	12	No materials or resources or reference oks and maps.

TABLE 11

TEACHERS RESPONSES TO SUB UNITS WHICH SEEMED TO INTEREST THE PUPILS LEAST AND WHY

CLASS	SUB UNITS	NO.	REASONS
3	Position size and shape of our Division	11	No maps available.
4	Origin and distribution of people of our Province.	36	Many different sub tribes and tribes in the Province was confusing the pupils. No maps available.
	Main physical features and effects on distribution of people.	32	No maps available.
	Fisheries, minerals and wildlife.	12	Activities are not found in the area.
	Amenities and facilities in the Province.	12	No proper teaching aids.
	Administrative divisions of our Province.	14	No maps.
	Mining and Tourism.	19	No maps: Expensive to organise tours to distant places for pupils to see mines and tourist attractions.
	Cultural Activities.	15	Too many, so pupils got confused and very little time is allocated to the sub unit.

TABLE 12

TEACHERS RESPONSES TO THE SUB UNITS THEY THOUGHT WERE MOST DIFFICULT FOR THE CHILDREN AND WHY

CLASS	SUB UNITS	NO.	REASONS
3	Main physical features of our District.	20	No maps
	The people: Historical origin migration and distribution.	15	No maps
	Main physical features of our Province.	35	Maps not available.
	Economic activities e.g. fishing tourism irrigation.	15	These are not found near childrens homes. It is too expensive to organize a tour for them.
	Resources and vegetation	13	No teaching aids.
	People of our Province: Historical origin migrations, and distribution.	24	No maps available.
	Climate and vegetation.	15	No maps and no apparatus.
	Political and social organization	18	Pupils had difficulties understanding teachers explanations and resource people were not willing to come.
	Industries and mining.	17	The Province is too large and it is too expensive to organize trips to mines and factories.

TABLE 13

TEACHERS RESPONSES TO THE SUB UNITS THEY FOUND EITHER VERY CLEARLY WRITTEN; CLEARLY WRITTEN; OR UNCLEARLY WRITTEN

CLASS	SUB UNITS	VERY CLEARLY WRITTEN	CLEARLY WRITTEN	UNCLEARLY WRITTEN
I	Family members and roles played	15	22	2
	Parental care.	6	5	-
	Homestead: location and structure.	5	21	1
	Classroom and way to school.	4	8	1
	School compound.	7	20	1
2	Neighbourhood sub-location.	7	20	1
	Position size and shape of location and Division.	6	28	4
	Agriculture.	10	23	4
3	Mining.	2	15	3
	Political system.	13	57	7
	Economic activities in the District.	12	35	4
	Position size and shape of our District.	6	28	9
	Climate and vegetation.	2	23	4
	Transport and communication.	8	14	4
	Fishing and trading.	4	13	5

CLASS	SUB UNITS	VERY CLEARLY WRITTEN	CLEARLY WRITTEN	UNCLEARL WRITTEN
4	Position of our Province.	10	18	1
	Main physical features of our Province	17	55	12
	The people of our Provinve	10	32	5
	Administrative divisions of our Province	9	17	4
	Weather and seasons	8	24	1
	Resources and Economic activities.	4	28	3
	Climate and vegetation.	2	25	4
	Transport and communication.	8	20	4

TABLE 14

TEACHERS RESPONSES TO UNITS AND SUB UNITS WHICH GAVE THEM LEAST PROBLEMS TO TEACH

CLASS	UNIT AND SUB UNITS	NO.
I	Family members, basic needs and roles.	25
	The school	14
2	Agriculture - crop farming and livestock keeping.	25
3	Climate	20
	Compass direction.	15
	Administrative divisions in the Division and District.	16
	Economic resources and Economic activities.	35
	Political social and cultural organization.	30
4	Main physical features of our Province	37
	People in our Province and their origin.	27

TABLE 15

RESPONSES TO SUB UNITS TEACHERS ENJOYED TEACHING MOST AND WHY

CLASS	SUB UNITS	NO.	REASON
1	Family members and roles played.	26	Pupils enjoyed dramatizing the roles of their parents.
	Family possessions and resources.	13	Pupils enjoyed talking about these.
	Position of our school compound.	12	Pupils enjoyed the tour round the school.
2	Social organization and cultural activities.	37	Pupils enjoyed talking about them and dramatizin
	Agriculture and poultry keeping.	28	Pupils are familiar with these since many are children of farmers.
	Physical features.	23	Pupils can see them and easily understand.
	Economic activities and industries.	27	Teaching aids are easily found.
3	The people - their origin distribution and settlement.	20	Pupils were eager to know where their forefather came from.
	Administrative dicisions of the District.	16	The cheif and headmen helped to supply informati
4	Position of our Province	17	Pupils enjoyed drawing map of our country and showing the Provinces.
	Tourism and forestry.	12	Our school is very close to a forest and to a main road which is used by tourists.
	Climate	11	Apparatus are available.

TABLE 16

TEACHERS RESPONSES TO SUB UNITS WHICH SEEMED TO INTEREST THE PUPILS MOST AND WHY.

CLASS	SUB UNITS	NO.	REASONS
I	Family members, roles played plus basic needs.	24	Pupils are familiar with these and enjoyed talking about them.
	Family resources and possessions.	12	" " "
	Position and size of our home and school	18	Pupils enjoyed tour round the school and drawing sketch diagrams of home and school.
2	Social organization and cultural activities.	42	Talking about and dramatizing old and new games interested pupils.
	Agriculture and livestock	33	Children are familiar with them.
	Resources and Economic activities.	13	Pupils are familiar with these.
3	Weather and seasons.	15	Pupils enjoyed talking about them.
	Econimic Activities.	22	Since pupils are familiar with them they participated in discussions.
	Social organization and cultural activities.	40	Pupils enjoyed dramatizing these.
4	Origins of people of our Province.	24	Stories of movement of people onterested pupils.

The third question the researcher sought to answer was: what are the attitudes of teachers and parents towards social studies?

Discussions held with teachers in a few schools indicated that many of them thoughtthat social studies was an essential course for their pupils. This fact is supported by teachers responses to very closely related items in Table 17.

89 percent of the teachers felt that the course was relevant to pupils needs and experiences.

91 percent thought it was useful to children in their everyday life and 77 percent thought that if the programme was implemented in Kenyas primary schools, it would make the learner a better citizen! Whereas 87 percent protested against the statement that it did not help children to think and reason out.

88 percent were opposed to the statement that they did not understand what social studies was all about.

TABLE 17

TEACHERS GENERAL FEELINGS TOWARDS SOCIAL STUDIES

N = 247

RESPONSES	(a) The social studies course is relevant to pupils needs and experiences.		(c) The three social studies subjects i.e. History, Civics, and Geography should not be integrated		(h) Social studies is useful to children in their every day life.		(i) Social studies does not help children to think and reason out.		(n) If the social studies programme is implemented in Kenya's primary schools this could certainly make the learner a better citizen.		(t) I do not understand what social studies is all about.	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Strongly agree	94	38	23	9	106	43	5	2	80	32	3	1
Agree	126	51	48	19	120	48	16	6	112	45	6	2
Undecided	8	3	53	21	12	5	10	4	45	18	18	7
Disagree	10	4	85	34	7	3	82	33	5	2	120	48
Strongly Disagree	9	4	38	16	2	0.8	134	54	5	2	100	40

It is however worth noting that a considerable number of teachers do not support the integrated approach of teaching the social science subjects, namely history, civics, and geography. 28 percent were against integration, 21 percent were undecided, and only 50 percent were for integration.

Since 34 percent admitted that they were not familiar with the philosophy and methodology of the social studies programme and 77 think they require further in-service training, the low percentage of those who are pro-integration cannot be regarded as suggesting a negative attitude towards social studies. It is rather a pointer to many teachers lack of experience with the integrated social studies programme.

The interviews the researcher held with the parents revealed that they were aware their children were being taught integrated social studies.

When asked if they noticed any differences in their children as a result of learning the subject, two of the parents admitted that their children in standard II were definately more inquisitive about the farm, the work of the chief and the headmen and the origin of man at their age than their brothers and sisters in standards V and VI were when in standard II.

The parents were also asked to say what they thought the objectives of the integrated social studies might be. Among the responses given were:

"Since it is a combination of history, civics and geography [illegible] make children know how the past affects the present and how various communities are socially, politically and economically organized." and

"To make children understand the relationship between people and their surroundings."

To many parents social studies was a mere amalgamation of the [illegible] for the purpose of making the teachers' work easier. A few parents expressed the fear that at higher levels this amalgamation would lead to a dilution of the social science subjects.

All the parents interviewed had never heard of the African Social Studies Programme leave alone where its headquarters are. After listening to the researchers' explanations about the origins of the A.S.S.P. and its objectives, the parents were eager that their children be taught social studies.

The headmasters on the other hand knew the objectives of teaching social studies because they had attended some of the in-service courses organized for their members of staff. Unlike the parents [illegible] the subject was much more than a mere amalgamation of the three social science subjects. They expressed a desire for supplementary materials for the teachers of standards III and IV. Two of the headmasters were upset because they each had been forced to part through a transfer with a teacher who had undergone in-service training is social studies. The replacements for these teachers were new to the programme and their performance was below standard.

CHAPTER IV

SUMMARY, CONCLUSION AND RECOMMENDATIONS

The main concern of this study was to evaluate the social studies programme in Kenyas Primary Education Project Schools as a prerequisite to designing and developing appropriate video media for future training of in-service teachers in Kenya.

A questionnaire, a teaching learning observation schedule, and informal interviews were the main instruments used for collecting data from teachers of the 49 trial schools, a few headmasters and some pupils' parents.

These instruments were prepared to help answer three research questions aimed at finding out teachers' familiarity with the content and methodology of social studies, teachers and pupils reactions to the various social studies units, and teachers and parents attitudes towards social studies.

Conclusions

The data analysis provided the following answers to research questions:-

1. Many teachers in Kenya's P.E.P. schools who have undergone in-service training in social studies are teaching the subject in an integrated manner.

2. The majority of the teachers use the recommended strategies for teaching social studies.

3. Some teachers are so enthusiastic about the subject that they are prepared to give curriculum developers at the K.I.E. all the assistance they require with the preparation of supplementary material.

4. Suitable reference books for teaching social studies to standard IV pupils were unavailable.

5. Teaching materials/aids especially maps were unavailable to most teachers and this made it difficult for them to teach some topics effectively.

6. There was a significant objection to the integration of the social science subjects (History, Civics and Geography) which the researcher assummed was due to insufficient in-service training of teachers.

7. Parents of pupils were unaware of the existance of the A.S.S.P. and its objectives.

8. Pupils found the content of the social studies course interesting.

9. Although there is a need for supplementary materials in social studies for all the 4 classes, the need is much greater in classes III and IV.

10. The general public is ignorant about the integrated social studies approach and this makes it difficult for teachers to use certain strategies of teaching such as resource persons and field trips.

Recommendations:

On the basis of the findings of this study the following suggestions are made for improving the social studies programmes.

1. The in-service courses in social studies need to be more thorough than they now are to-ensure that teachers become familiar with the philosophy and methodology of the social studies programme.

2. The use of the lecture method needs to be eradicated. One way of eradicating it is to prepare a video programme illustrating effective use of field trips and resource people in teaching/learning.

3. The Teachers Service Commission with the help of Primary School Inspectors and headmasters should ensure that teachers who have undergone in-service training in social studies are not transfered and replaced by teachers who have no knowledge of the subject.

4. Curriculum developers of social studies from the K.I.E. should visit the trial schools frequently in order to find out the problems teachers are faced with and to offer suggestions and solutions.

5. Maps - Administrative, Economic, population, climatical etc. are urgently required by the teachers. Their preparation should therefore be a priority undertaking by social studies curriculum developers.

6. Since the general public is ignorant of the A.S.S.P. the social studies curriculum developers and the foundation Media Service of the K.I.E. should co-operate to prepare material to publicize the A.S.S.P. and its objectives, and the rationale for introducing the subject in Kenya's Primary Schools.

7. The research findings of this project should be used by curriculum developers to revise the social studies teachers' guides for standards I to IV and the standard IV pupils' book.

8. Well illustrated social studies pupils' book for standards I to III should be prepared by the social studies curriculum developers at the Kenya Institute of Education. To prepare these books the curriculum developers should seek help from the film/TV and Design and Print Sections of the Educational Media Service. The former section would assist with the acquisition of appropriate photographs whereas the latter section would make a suitable diagrams and drawings for each class.

CHAPTER V

THE SCRIPT

KEY TO SCRIPT

A : VISION

1. Exterior - Any scene shot in the open air.
2. Interior - Any scene shot inside with or without the aid of artificial lighting.
3. The area to be seen by the camera:
    - a) L.S. - Long Shot
    - b) M.L.S. - Medium Long Shot
    - c) M.S. - Medium Shot
    - d) M.C.U. - Medium Close Up
    - e) C.U. - Close Up
    - f) B.C.U. - Big Close Up.
    - g) Details - Incoporates all the above shots (a - f)
4. Camera Instructions:
    - a) Pan - To rotate the camera horizontally.
    - b) Tilt - A movement of the camera in the vertical plane. (tilt up or tilt down).
    - c) Zoom - To operate a zoom lens on the camera to bring the subject optically nearer or further.
5. Shot Linking Instructions:
    - a) Dissolve - The merging of one scene into the next.
    - b) Fade - The gradual darkening of a scene until the screen becomes black (fade out) or the transition from a black screen to a normal picture (fade in).

c) Wipe	-	A line moving across the screen "wiping" off one scene and revealing the next (horizontal or vertical).

B : SOUND

1. / - Indicates pause.

WHY SOCIAL STUDIES

SHOOTING/EDITING SCRIPT AND COMMENTARY

	A: VISION	B: SOUND
1.	Panoramic shots of Mombasa a town interspersed with dissolves and eventually dissolving to: A M.S. of the road leading to Oceanic Hotel. Pan as vehicles come and leave the hotels' main entrance. Tilt up and Zoom out to L.S. of hotel. Zoom in to M.C.U. of name "Oceanic Hotel." Details of hotel; back and side views and conference room. A horizontal wipe to:	Traditional African music fading gradually to background. The Commentator begins: "This is Mombasa the birthplace of the African Social Studies Programme. In August 1968 African educators gathered at Mombasa's Oceanic Hotel to translate into reality the idea of social studies programme for Africa. An idea which had been hatched at a conference for African educators held in Oxford England in May 1967."
2.	A L.S. of the A.S.S.P. headquarters at K.I.E. Zoom in to a M.S. of Chief Adedeji Adewole going into the building and sitting down at his desk. Zoom out to a M.L.S. Pan the walls of the office. Zoom in to C.U. of map of Africa showing A.S.S.P. member countries; books, reports, and charts. A horizontal wipe to:	"Since its formation the African Social Studies programme headquarters have been at the Kenya Institute of Education. Incharge is an Executive Secretary. Chief Adedeji Adewole is the current Executive Secretary of the African Social Studies Programme. The organization is an intergovernmental arrangement for the development, maintanance, expansion and strengthening of new curricular in the Social Studies for schools in Africa."
3.	A M.S. of an outline map of Africa with the boundaries of Ethiopia, Egypt, Liberia and the Sudan clearly marked. Each country has its flag painted across it. For Egypt and Sudan the year of independence is written below the flag.	Fade in traditional African music.

	Zoom in to a M.C. of Ethiopia and pan left to Liberia.	
	Tilt up and pan right to Egypt and tilt down to Sudan:	Fade out traditional African music.
	A horizontal wipe to:	Commentator:
4.	A M.S. of the map of Africa which now includes Ghana, her flag and year of independence. Zoom in to a M.C.U. of Ghana.	"Towards the end of the 1950s and the beginning of the 1960s many African countries attained independence."
	Dissolve to:	
5.	A film of Nkrumah addressing the nation on independence day.	Extract of Nkrumah's speech.
	A vertical wipe (right to left) to	
6.	A M.S. of the map of Africa which now includes Nigeria her flag and year of independence. Zoom in to a M.C.U. of Nigeria.	
	Dissolve to:	
	A film of Sir Abubakar Tafawa Balewa addressing the nation on independence day.	Extract of Sir Abubakar Tafawa Balewa's speech.
	A vertical wipe (right to left) to	Commentator:
7.	A M.S. of the map of Africa which now includes all the countries which had attained independence by December 1963, flag and year of independence shown for each.	"As more and more African countries attained independence African educators realized that it was necessary to reform their education system to meet the needs of independent Africa"/
	Zoom to a M.C.U. and pan from left to right.	To Kenyans, independence came after a long and bitter struggle.

	Zoom in to a C.U. of Kenya and then to a B.C.U. of the flag and year of independence.	
	Fade out and fade in:	
8.	L.S. of Harry Thuku's photograph Zoom in to a M.C.U.	"In 1922, Harry Thuku, the leader of the Young Kikuyu Association which was formed to fight against colonial injustices was arrested./---
	Dissolve to:	
9.	A M.L.S. of a photograph of over worked peasants on a European farm. Zoom in to M.C.U. and pan left to right.	He had been leading protests against land and labour regulations."/---
	Dissolve to:	
10.	A M.C.U. of a miserable looking peasants with a metal "kipande" suspended on a chain round his neck. Zoom to a C.U. of the the kipande and tilt up to the peasants face.	"Identity cards/"---
	Dissolve to:	
11.	A M.S. of a colonial African chief harshly informing the villagers that they were expected to pay more tax that year than the year before. C.V's of chief and villagers	"and the increasing of taxes." the Chiefs' speech in Kiswahili.
	Dissolve to:	Commentator:
12.	A L.S. of the painting of the Norfolk Massacre in the independence Gallery at the National Museum.	"Immediately after Thuku was arrested, African peasants converaged at the Norfolk Hotel demanding his release/-- Europeans sitting in the Hotel verandah fired at the restless crowd killing and wounding many people, males, females, and children/-- Harry Thuku was imprisoned for 9 years.
	Fade out:	

	Fade in:	Inspite of Harry Thuku's imprisonment, the struggle against colonial rule continued.
13.	A M.L.S. of Kenyatta's photograph. Zoom in to a C.U.	
	Dissolve to:	In 1929, Jomo Kenyatta the secretary of a new Association: The Kikuyu Central Association left for London to present the Kikuyu grievances about land to the British Secretary of State."/--
	M.S. of the photograph of Kenyatta sitting amongst colleagues. Pan left to right and to left again to Kenyatta. Zoom to a C.U.	
	Dissolve to:	
14.	Detailed shots of photographs of Africans working on European Coffee Farms, tea estates, sisal estates; selling in Asian shops and also working for both Europeans and Asians as domestic servants.	"As the years went by tension increased in Kenya since Africans continued to labour for their European and Asian masters."/.
	Dissolve to:	
15.	Detailed shots of soldiers returning from the war and working as labourers on roads bridges and European farms.	"African soldiers returning from the second world war were bitter as the best land and top jobs were given to their European counterparts"./--
	Dissolve to:	
	C.U. of a newspaper article on Tom Mbotela's murder.	"They turned to violence as the only way out of their miserable state."/--
	Dissolve to:	
	A photograph of a brutally murdered European male.	
	Fade out:	
	Fade in:	
16.	Detailed shots of photographs of:	"Meanwhile/Kenyatta had returned to Kenya in 1946 and became president of the new party - the Kenya African Union in 1947/.
	a) Kenyatta's return.	

b) Kenyatta amongst colleagues in the late 1940s.	
c) Kenyatta addressing political rallies.	"His popularity grew as he went round the country addressing political rally after rally."/--
A vertical wipe to:	
17. A M.L.S. of the photograph of Chief Waruhiu. Zoom to M.C.U. and pan from left to right and from right. Zoom in to a C.U. of Kenyatta and pan from him to the British Governor and back to him.	"Although he publicily denounced these using violence to attain independence the colonial Government did not trust him./-- On 20th October 1952, the Governor, Sir Everly Baring signed the proclamation of Emergency./"--
Dissolve to:	
18. A M.L.S. of the photograph of Kenyatta's arrest. Zoom in to M.C.U. and pan left to right. Tilt down and Zoom in to a C.U. of the white Askari. Gradually tilt up and Zoom in to B.C.U. of white Askaris face. Tilt down to Kenyatta's handcuffs and slowly tilt up to his face.	"in operation Jock Scott Kenyatta was arrested with 182 others."/--
Dissolve to:	"He was tried at Kapenguria the following year found guilty of managing "MAU MAU" the violent movement and imprisoned for 7 years."/
19. Details of photographs of detainees enroute to screening; waiting to be screened, and the Kapenguria trial.	
Dissolve to:	

20.	Details of the photograph of a) 'Operation Anvil' b) The following screening places and detention camps: i) Mau Mau Investigation Centre, Embakasi. ii) Manyani camp iii) Aguthi (Mungaria) works camp.	"His imprisonment was followed by 'Operation Anvil in which a large number of Kenya Africans were rounded up and detained."/ "Prisoners and detainees worked long hours and were poorly fed/ many of them were frequently sick"/---
	Dissolve to:	
	C.U's of photographs of Kenyatta in prison.	
	Fade out:	
	Fade in:	
21.	A M.L.S. of the photograph of Kenyatta's heroic welcome. Zoom in to a M.C.U. of Kenyatta and slowly pan from him to the left and back to the right.	"Kenyatta was released early in 1961 and became President of the Kenya African National Union (KANU) later that year"/--
	Dissolve to:	
	Details of photographs of Kenyatta addressing political rallies in different parts the country.	
	Dissolve to:	
22.	Film of Kenya's independence celebrations: -The Union Jack coming down the Kenya Flag going up.	"On 12th December 1963 Kenyatta led Kenya to independence."/
	-Kenyatta taking the oath office.	Extract of Kenyatta's speech.

	-The crowds cheering.	
	-C.U.'s of jubilant faces.	
	A horizontal wipe to:	Commentator:
23.	A B.C.U. of water following into the canal at Thiba river irrigation head works. Zoom out to a M.L.S. and pan to the canal. Zoom out and	"Since independence Kenya has made tremendous progress in various fields such as agriculture./-- large tracts of land are being irrigated to ensure the nation has a sufficient food supply."
	Dissolve to:	
	Details of the rice farms.	Fade in:
	-tractors cultivating.	
	-farmers sowing (scattering) rice seed.	
	-farmers transplanting seedlings.	African music.
	Dissolve to:	
	Details of the rice mills and National Irrigation Board, Mwea Irrigation Settlement Office.	Fade in:
	Dissolve to:	Commentator:
24.	L.S. of Kamburu power station M.L.S. of the Administrative building and the power house and C.U.'s of the 'intake'; the 'spillway' and the turbines.	"Kenya's industrial sector has prospered largely due to the construction of Hydro Electric power stations such as Kamburu" /.--
	A horizontal wipe to:	
25.	A M.L.S. of River Tana bridge. Pan as vehicles move to and fro on the bridge.	"For faster movement of people and goods better roads and bridges have been constructed."/-
	Dissolve to:	

	Vehicles on the Nairobi Mombasa road fly over.	
	Zoom out to the sign 'Jomo Kenyatta International Airport.' Zoom in to a C.U. of the sign.	"And the recently completed Jomo Kenyatta International Airport has brought Kenya much closer to the world community./--
	Dissolve to:	
	Details of activities at the airport.	
	Dissolve to:	
26.	Details of the Buildings and signboards of the Kenyatta National Hospital.	"Apart from free and universal primary Education, Kenyans today also enjoy free medical treatment. The Kenyatta National Hospital was recently expanded and is now the largest hospital in Eastern and Central Africa."/
	A C.U. of the new complex.	
	A horizontal wipe to:	
27.	L.S. of K.T.T.C. Zoom in to medium L.S. and pan from left to right.	
	Dissolve to:	
	Students in the workshops. C.U.'s of students working; examining enginees of tractors; motor vehicles and welding metal objects.	"Kenya's development has been speeded up by the special attention that has been paid to the teaching of technical skills at the Kenya Technical Teachers' College./--
	A vertical wipe to:	The teaching of science and mathematics at the Kenya Science Teachers College/--
28.	A L.S. of K.S.T.C. M.S. of classrooms and laboratories C.U.s of students doing experiments in the laboratories learning mathematics.	
	Dissolve to:	and

	L.S. and M.S. of University of Nairobi main campus and faculty of agriculture.	The teaching of agriculture at the University of Nairobi and other institutions."
29.	Details of school children in different locations. Dissolve to: A.L.S. of Ndongoro Primary School. Zoom in to a M.L.S. of standard II learning Social Studies. Details of classroom, B.C.U. of the word "Social Studies" written on the blackboard. A vertical wipe left to right to:	"There is however the need to prepare the young for nation building./ A task which will best be tackled in a social studies programme."
30.	Details of Nairobi City Centre buildings and people; the new P.C.'s office; Kenyatta Conference Centre; The shops along Kenyatta Avenue, Tom Mboya and Biashara Streets; B.C.U's of "HAKUNA KAZI" — "NO VACANCY"	"Since independence Kenyan Society has been plaqued by attitudes of the colonial system of education/-- The masses strongly believe that education automatically qualifies one for a white collar job. But such jobs are not enough for every one. Yet the search for them continues/-- and
31.	Details of arrivals at the Machakos (Country) Bus stop; and at both the Nairobi and Mombasa railway stations. Dissolve to: Details of Majengo, Kawangware and Mathare slums. fade out: fade in:	has led to an influx of people into the city and towns; resulting in a fast growth of slums where sanitary conditions are appaling and crime prevalent. The situation is compounded by Kenya's fast growing population."
32.	M.L.S's of well to do residential areas of Karen Lavington, and Westlands. B.C.U's of the gate signs: "MBWA KALI" "FACTORY GUARDS" "PINKERTONS" "SECURICOR CARES"	"Because of too many unemployed people insecurity is prevalent even in the well to do residential areas"/

Dissolve to: C.U.'s of newspaper articles of thugs shot dead.	"The police have difficulties coping with the increasing rate of crime."
fade out:	
fade in:	
33. Details of Ndongoro Primary School pupils on Mr. Stephen Mungai's farm and at Wangige Market.	"The main concern of the African Social Studies Programme is the development of independent capable and responsible citizens"/--
Dissolve to:	
34. Details of a dramatized scene in an exclusive Nairobi Hotel --Africans dressed in traditional attire are being served while Europeans dressed in three piece suits, bow ties etc. wait.	"A Social Studies Course will help in the eradication of the psychological and economic effects of colonialism/-- spearhead cultural preservation and renewal, African Unity and nation building."/--
Dissolve to:	
Details of the 1981 O.A.U. summit held in Nairobi.	
A vertical wipe (right to left):	
35. Details of parents at the St. Austin Multi-racial school sports' ground.	"Social Studies is essential if people are to develop a new awareness and committment to social development"/--
Dissolve to:	
36. Details of pupils of the St. Austins Multi-racial School on the sports' field.	"A sound education in social studies would enable the human race to work and play together in harmony"/---
fade out:	fade in:
END OF PART ONE	Traditional African Music.

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APPENDIX I

Kenya Institute of Education,
P.O. Box 30231,
NAIROBI.

EMS/VU/C/24/31

6th July 1982

TO:

____

____

____

VIDEO MEDIA FOR SOCIAL STUDIES PROGRAMMES

The Education Media Service of the K.I.E. is committed to producing audio/visual materials for use in the training of Primary School Teachers. Our current plans are to produce materials for use during in-service courses when the Social course is introduced to all the schools in the country. It is therefore important to find out the problems teachers in the P.E.P. schools have been faced with during the teaching of the subject so that we design video media that will help solve the problems.

Attached find the questionnaires for your teachers of classes 1, 2, 3 and 4. Please ensure that your teachers complete all the items in the questionnaire immediately and send them by return mail in the stamped envelope enclosed.

Treat this as a matter of urgency.

Thanking you for your kind co-operation.

Margaret Mutiso (Mrs.)
for: DIRECTOR
KENYA INSTITUTE OF EDUCTION

Enclosures:

APPENDIX II

QUESTIONNAIRE FOR TEACHERS OF SOCIAL STUDIES FOR CLASSES 1, 2, 3, AND 4 IN P.E.P. SCHOOLS IN KENYA

The purpose of this questionnaire is to make a study of the new Social Studies programme. The aim is to locate problems and difficulties and to suggest steps for improving it. You are therefore requested to respond truthfully to all the statements.

1. Class ---------------------------Stream--------------------

2. Name of School ---

District ---

Province ---

3. Sex: Female ☐ Male ☐

4. What is your professional qualification?

(a) U.T. ☐
(b) P4 ☐
(c) P3 ☐
(d) P2 ☐
(e) P1 ☐
(f) S1 ☐
(g) Approved teacher ☐
(h) Graduate teacher ☐
(i) Others (specify) ☐

5. For how many years have you taught?

(a) As a trained teacher ---------------------------------

(b) As an untrained teacher ------------------------------

6. In the spaces provided below write the sub-units you have taught to your class this year. For each sub-unit show by ticking whether you thought there was too much, adequate or too little content suggested in the teachers guide.

SUB UNIT	NUMBER OF LESSONS	AMOUNT OF CONTENT		
		Too much	Adequate	Too little

7. Name the sub-units which gave you the most problems to prepare for:-

8. State what the problems were:

----

9. Name the Sub-Units which gave you the least problems to teach:

----

10. Which Sub-Units did you most enjoy teaching and why?

----

11. Which Sub-Units did you least enjoy teaching and why?

12. Which Units seemed to interest your pupils most?

13. Which Units seemed to interest your pupils least?

14. Which Units were the most difficult for the children?

15. What kind of difficulties did the children have?

16. What materials/teaching aids did you find it most difficult to make or collect?

17. What materials/teaching aids other than those suggested in the teachers guide did you use?

----

18. Using your teachers guide, list the Sub-Units you have taught your class this year. Indicate by ticking in the appropriate column to what extent you found the Sub-Units very clearly written, clearly written or unclearly written.

SUB-UNITS	VERY CLEARLY WRITTEN	CLEARLY WRITTEN	UNCLEARLY WRITTEN

19. For the Sub-Units you have taught, did you find the statement of objectives:

Very useful ☐
Useful ☐
Not Useful ☐

20. Here are some strategies of teaching. Indicate the extent you use each one of them to teach social studies by writting any of the numbers 1, 2, 3 and 4 in the space on the right hand side of each strategy:-

NB: 1. Not at all
2. Occasionally
3. Often
4. Very often

(a) Use questioning ☐
(b) Use lecture method ☐
(c) Break the class into small groups ☐
(d) Use dramatization ☐
(e) Use discussion method ☐
(f) Use story telling. ☐
(g) Give notes to pupils ☐
(h) Use local resources ☐
(i) Arrange field strips ☐
(j) Use resource people ☐
(k) Encourage pupils to solve problems individually. ☐
(l) Conduct, systematic evaluation on each unit. ☐

21. Carefully read the statements below from your experience indicate how you feel about each statement by putting a tick in the appropriate box.

SA - Strongly agree
A - Agree
U - Undecided
D - Disagree
SD - Strongly disagree

	SA	A	U	D	SD
a) The Social Studies course is relevant to pupils needs and experience.					
b) Teaching Social Studies makes heavy demands on the teacher.					
c) The three Social Studies subjects i.e. History, Civis, and Geography should not be integrated.					
d) I feel very inadequate to teach Social Studies.					
e) I enjoy teaching Social Studies.					

	SA	A	U	D	SD
f) It is difficult to write schemes of work for Social Studies.					
g) Teachers should be specially trained to teach Social Studies.					
h) Social Studies is useful to children in their every-day life.					
i) Social Studies does not help children to think and reason out.					
j) It is easy to teach Social Studies.					
k) Preparing for teaching Social Studies becomes easier the longer you teach.					

	SA	A	U	D	SD
l) The specific objectives of teaching this different units in Social Studies are clearly indicated in the draft teachers guide.					
m) These objectives are realistic and can be achieved by teaching the units.					
n) If the Social Studies programme is implemented in Kenya's primary schools this could certainly make the learner a better citizen.					
o) The content of the Social Studies syllabus for my class is suited to the level of maturity of the pupils.					

	SA	A	U	D	SD
p) The number of units included in the Social Studies sylabii is so large that the teacher cannot get enough time to cover all the units.					
q) I have to use the traditional method of teaching frequently in order to cover all the units.					
r) It is difficult to evaluate some of the objectives of the Social Studies course.					
s) I am not very familiar with the philosophy and methodology of the Social Studies programme.					
t) I do not understand what Social Studies is all about.					

	SA	A	U	D	SD
u) The facilities at my school are not adequate for effective teaching of Social Studies.					
v) The existing relationship between the school and the neighbourhood (community) does NOT suit the innovative procedures suggested in the Social Studies programme.					
w) The resource people in the school neighbourhood are keen to participate in the Social Studies programme only if they are finacially or materially rewarded by the school.					
x) I require further in-service training in order to be well equipped with the adequate knowledge and skills to handle the Social Studies programme.					

THANK YOU VERY MUCH.

APPENDIX III

EVALUATION OF SOCIAL STUDIES

TEACHING LEARNING OBSERVATION SCHEDULE

Teacher ------------------------------District --------------------

Province ------------------------------

School --------------------------------Class--------Stream----------

Date ---------------------------------

1. Has the teacher made a scheme of work?

   Yes ☐ No ☐

Scheme of work:

2. Are the themes clearly defined?

   Yes ☐ No ☐

3. Are the aims/objectives clearly spelt out?

   Yes ☐ No ☐

4. Is the time schedule shown?

   Yes ☐ No ☐

5. If the time schedule is given, is the time allocated to different topics enough?

Yes ☐ No ☐

6. Do the topics relate to the themes given?

Yes ☐ No ☐

7. Do the topics relate to the aims/objectives given?

Yes ☐ No ☐

8. Are the instructional aids/resources suitable for the topics chosen?

Yes ☐ No ☐

9. Are there enough references given?

Yes ☐ No ☐

10. If 'No' what does the teacher use to guide him in planning his/her teaching activities?

Lesson Plan:

11. Does the teacher have a lesson plan?

Yes ☐ No ☐

12. If 'Yes' answer questions 12 - 15 given below:

13. Are the aims/objectives clearly spelt out?

Yes ☐ No ☐

14. Are the instructional aids/resources suitable for the content given?

Yes ☐ No ☐

15. Is the time allowed enough for:

i) Introduction Yes ☐ No ☐

ii) Content to be covered:

Yes ☐ No ☐

iii) Conclusion: Yes ☐ No ☐

Questions on Lesson Content:

16. Are the activities provided in the lesson plan suitable for the children's age?

Yes ☐ No ☐

17. If 'No' what does the teacher use to guide him/her in his/her teacher during the lessons?

18. How did the teacher introduce her lessons?

19. How motivating was this introduction?

20. How clear are the teacher's instructions and explanations in class?

21. Do the children:

    a) Appear to understand teacher's explanations (for example do the children answer teacher's questions etc.?)

b) To what extent do most children follow the given instructions properly and prompty?

----

22. What activities does the teacher provide during his lesson? (Describe these activities)

----

23. Do the children:

a) Enjoy the activities they engage in e.g. dramatization, modelling, role playing etc. (Give reasons for your answer).

Find the activities challenging (give reasons for your answer).

does the teacher:

Supervise the activities?

t is the aim of these activities?

26. What skills does the teacher want to develop through these activities?

----

27. What attitudes does the teacher want to inculate through these activities?

----

28. What values does the teacher want to inculate through these activities?

----

29. How does the teacher inculate these:

a) Attitudes?

----

b) Values?

----

30. What type of questions does the teacher ask? (Do the teacher's questions only require 'Yes' or 'No' answer?) or are they questions that require children to give sentences?

----

31. Are teacher's questions clearly understood by children?

32. How does the teacher deal with:

a) Children's questions and comments?

b) Wrong responses?

c) Correct responses?

----

33. Does the teacher encourage children to:

a) Discuss issues or give comments?

----

b) Ask questions?

----

c) Explore their environment?

Materials and Teaching Aids:

34. a) Are there teaching materials available in the school?

Yes ☐ No ☐

b) Does the teacher use the materials/teaching aids?

Yes ☐ No ☐

c) If 'Yes' does the teacher use the materials effectively?
Give reasons for your answer).

----

35. Describe the materials and teaching aids in terms of the following:

a) Sufficiency for the children required to use them.

----

b) Clearness in drawing and labelling.

----

c) Tidiness of materials.

----

d) Arrangement of materials in the room.

----

e) Safety of materials.

----

f) Durability of materials.

----

g) Do the materials appear to be changed to suite different activities?

h) Are children's materials/work displayed?

36. In what ways does the teacher make use of the local environments? (Use of resource people, have collections from local materials, does the teacher ask questions which require children to use knowledge of the environment etc.)

37. Teacher - Pupil Relationship

a) Was there cordial relationship in the class?

----

b) Were there any discipline problems?/Does the teacher appear to have control of the class?

----

c) If there were discipline problems how did the teacher deal with such problems?

----

38. Grouping:

a) Are the children working in groups

b) How are they grouped?

c) How does the teacher work with groups?

d) Do the groups change?

e) What problems does the teacher face in grouping children?

39. Skills

a) How does the teacher introduce new skills?

b) How does the teacher re-inforce the learned skills?

Evaluation:

40. How does the teacher evaluate his/her own work?

41. How does the teacher find out whether children have learnt what she/he wanted them to learn?

42. How does the teacher evaluate children's:

a) Written work.

b) Projects which may consist of models?

43. How does the teacher deal with:

a) Very good learners?

b) Very slow learners?

Aim of the Lesson:

44. Do you think the teacher achieved his/her aim at the end of this lesson? Give reasons for your answer.

45. What suggestions does the teacher have to improve the teaching of social studies?

APPENDIX IV

SUGGESTED EDUCATIONAL TELEVISION EVALUATION FORM

1. PROGRAMME TITLE: ---
2. SUBJECT AREA : ---
3. VIEWING DATE AND TIME: ---------------------------------------
4. VIEWING VENUE: ---
5. PRODUCED BY : ---

INSTRUCTIONS:

Please tick ☑ the response which represents your best judgement of the degree to which the programme satisfies each criterion. Feel free to add any comments which will help to describe the reasons for evaluation.

	ITEM	RESPONSE
1.	a) Are the objectives as stated or implied in the programme clear to the viewer?	☐ Very clear ☐ Clear ☐ Adequate ☐ Unclear ☐ Very unclear

b) What are the objectives?

COMMENTS:

	ITEM	RESPONSE
2.	Does the content of the programme relate closely to the main objectives or are there many irrelevancies?	☐ Very closely ☐ Closely ☐ Adequately ☐ Some irrelavancies ☐ Many irrelavancies

COMMENTS:

3. Does the amount of time taken to develop each concept, procedure, or example seen appropriate or inappropriate for the intended audience?

☐ Highly appropriate
☐ Appropriate
☐ Acceptable
☐ Some inappropriate
☐ Highly inappropriate

COMMENTS:

4. Is the content organized and so structured as to facilitate learning?

☐ Very well
☐ Well
☐ Adequately
☐ Poor
☐ Very poorly

COMMENTS:

5. Is the material based on expert, up-to-date professional information?

☐ Contains latest knowledge
☐ Very up-to-date
☐ Adequately up-to-date
☐ Contains obsolete information
☐ Very obsolete

COMMENTS:

----

6. Is the vocabulary level appropriate for the intended audience?

☐ Highly appropriate
☐ Very appropriate
☐ Appropriate level
☐ Inappropriate
☐ Very inappropriate

COMMENTS:

----

7. Does the presentation provide for optimum repettion of the main aideas? (e.g. summaries of main points from time to time and at end; repetition with variation).

☐ Highly effective
☐ Above average
☐ Moderately effective
☐ Below average
☐ Ineffective

COMMENTS:

____

____

8. Does the programme effectively us appropriate pictures, film clips, demonstrations, diagrams, and other graphics? (Number and kinds of visuals are not as important as the way in which they are used to support the instruction).

☐ Highly effective
☐ Above average
☐ Moderately effective
☐ Below average
☐ Ineffective

COMMENTS:

____

____

9. Is the video-photographic presentation clearly perceivable by use of good lighting, appropriate camera shots, sharpness of details, pointers suitable backgrounds, etc.? (this does not require a highly technical or engineering evaluation but rather a judgement as to whether or not the programme or film is perceptually clear).

☐ Highly perceivable
☐ Clearly perceivable
☐ Acceptable
☐ Barely perceivable
☐ Unperceivable

COMMENTS:

----

10. Is the audio (sound) intelligible?

☐ Satisfactory
☐ Unsatisfactory

COMMENTS:

----

11. Is there an appropriate integration of visual and audio?

☐ Excellent integration
☐ Good integration
☐ Poor integration
☐ Adequate
☐ Very poor integration

COMMENTS:

----

12. Do the characteristics and quality of the presenters or commentaters voice add to or detract from the effectiveness of the presentation?

☐ Adds greatly
☐ Adds somewhat
☐ Mentral ineffects
☐ Detracts somewhat
☐ Detracts greatly

COMMENTS:

----

13. Does the music (and other sounds) used in this programme add to or detract from the effectiveness of the presentation?

☐ Adds greatly
☐ Adds somewhat
☐ Mentral in effects
☐ Detracts somewhat
☐ Detracts greatly

COMMENTS:

----

14. Does the presentation give the impression of authenticity?

☐ Authentic
☐ Lacks authenticity

COMMENTS:

----

15. Would the presentation motivate the viewer to do supplementary work and study on the problem? (If so, specify under COMMENTS what the viewer might do).

☐ Very high motivation
☐ High motivation
☐ Adequate motivation
☐ Low motivation
☐ Very low motivation

COMMENTS:

----

16. Would you suggest any changes in the presentation?

☐ Yes
☐ No

COMMENTS:

----

17. How important or useful do you think the message of this programme is? (Is it worth making an educational programme about?)

☐ Very important
☐ Important
☐ Of some importance
☐ Not important
☐

COMMENTS:

----

18. What other type of people (apart from the target audience) would find this programme useful of interesting?

COMMENTS:

----

19. Are there other areas (apart from the main subject area) where it may also be useful?

----

20. What is your overall evaluation of the programme?

☐ Outstanding
☐ Above average
☐ Average
☐ Below average
☐ Very poor

THANK YOU VERY MUCH

APPENDIX V

P.E.P. EVALUATION

SCHOOLS RESPONDING TO QUESTIONNAIRE BY DISTRICT, PROVINCE AND CLASS

SCHOOL	DISTRICT	PROVINCE	NUMBER OF TEACHERS PER CLASS	TOTAL
1. Rurii Primary*	Muranga	Central	STD I - 1 STD II - 2 STD III - 1 STD IV - 2	6
2. Maina Full Primary*	Nyandarua	Central	STD I - 2 STD II - 1 STD III - 2 STD IV - 2	7
3. Mombasa Primary	Mombasa	Coast	STD I - 2 STD II - 2 STD III - 1 STD IV - 2	7
4. King'atuani Primary	Machakos	Eastern	STD IV - 1	1
5. Apegei Primary	Busia	Western	STD I - 1 STD II - 1 STD III - 1 STD IV - 1	4
6. Kakamega Primary	Kakamega	Western	STD I - 3 STD II - 2 STD III - 3 STD IV - 3	11

	SCHOOL	DISTRICT	PROVINCE	NUMBER OF TEACHERS PER CLASS	TOTAL
7.	Cheleta Primary*	Nairobi	Nairobi	STD I - 2 STD II - 2 STD III- 2 STD IV - 2	8
8.	Parklands Primary	Nairobi	Nairobi	STD I - 3 STD II - 3 STD III- 3 STD IV - 3	12
9.	Vokoli Primary	Kakamega	Western	STD I - 1 STD II - 1 STD III- 2 STD IV - 3	7
10.	Chebukwa Primary	Bungoma	Western	STD I - 2 STD II - 1 STD III- 1 STD IV - 1	5
11.	Kiambuiri Primary	Nyeri	Central	STD I - 2 STD II - 2 STD III- 2 STD IV - 2	8
12.	Dr. Livingstone*	Nairobi	Nairobi	STD I - 0 STD II - 4 STD III- 0 STD IV - 2	6
13.	Flamingo Primary	Nakuru	Rift-Valley	STD I - 2 STD II - 4 STD III- 4 STD IV - 4	14

	SCHOOL	DISTRICT	PROVINCE	NUMBER OF TEACHERS PER CLASS	TOTAL
14.	Embu County Primary	Embu	Eastern	STD I - 2 STD II - 2 STD III- 2 STD IV - 2	8
15.	Mbauro Full Primary	Taita-Taveta	Coast	STD I - 2 STD II - 2 STD III- 2 STD IV - 1	7
16.	Kampi ya Moto Primary	Nakuru	Rift-Valley	STD I - 2 STD II - 2 STD III- 2 STD IV - 1	7
17.	Shitaho Primary	Kakamega	Western	STD I - 2 STD II - 2 STD III- 3 STD IV - 1	8
18.	Pap Nyadiel Primary	Siaya	Nyanza	STD I - 1 STD II - 1 STD III- 1	4
19.	Kombani Primary	Kwale	Coast	STD I - 3 STD II - 3 STD III- 1 STD IV - 2	9
20.	Khwisero Primary	Kakamega	Western	STD I - 4 STD II - 2 STD III- 3 STD IV - 1	10

	SCHOOL	DISTRICT	PROVINCE	NUMBER OF TEACHERS PER CLASS	TOTAL
21.	Khadija Primary	Mombasa	Coast	STD I - 3 STD II - 2 STD III- 3 STD IV - 1	10
22.	Igane Primary	Meru	Eastern	STD I - 2 STD II - 2 STD III- 2 STD IV - 1	7
23.	Mandongoi Primary	Kitui	Eastern	STD I - 1 STD II - 1 STD III- 2 STD IV - 2	5
24.	Kaburwo Primary	Baringo	Rift-Valley	STD I - 2 STD II - 0 STD III- 1 STD IV - 1	4
25.	Karen Primary	Nairobi	Nairobi	STD I - 2 STD II - 2 STD III- 2 STD IV - 2	8
26.	Sergoit Primary	Keiyo/ Marakwet	Rift Valley	STD I - 3 STD II - 3 STD III- 2 STD IV - 1	9
27.	Idsowe Primary	Tana River	Coast	STD I - 2 STD II - 1 STD III- o STD IV - 1	4

	SCHOOL	DISTRICT	PROVINCE	NUMBER OF TEACHERS PER CLAS	TOTAL
28.	Arina Primary	Kisumu Municipality	Nyanza	STD I - 1 STD II - 1 STD III- 1 STD IV - 1	4
29.	Kagat Primary	Kisii	Nyanza	STD I - 4 STD II - 2 STD III- 2 STD IV - 0	8
30.	Kapchemoigwo Primary	Nandi	Rift-Valley	STD I - 1 STD II - 1 STD III- 1 STD IV - 1	4
31.	Bonde Primary	Kisumu	Nyanza	STD I - 1 STD II - 2 STD III- 1 STD IV - 1	5
32.	Mokowe Primary	Lamu	Coast	STD I - 1 STD II - 1 STD III- 1 STD IV - 1	4
33.	Matare Primary	South Nyanza	Nyanza	STD I - 1 STD II - 2 STD III- 1 STD IV - 1	5
34.	St. Paul's Maralal Primary*	Samburu	Rift-Valley	STD I - 1 STD II - 1 STD III- 1 STD IV - 0	

	SCHOOL	DISTRICT	PROVINCE	NUMBER OF TEACHERS PER CLASS	TOTAL
35.	Bukhwana Primary	Busia	Western	STD I - 0 STD II - 1 STD III- 1 STD IV - 2	4
36.	Ngerenyi Primary	Kilifi	Coast	STD I - 1 STD II - 1 STD III- 1 STD IV - 1	4
37.	Waso Primary	Isiolo	Eastern	STD I - 1 STD II - 2 STD III-_2 STD IV - 1	6
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*Schools where:-

a) Teaching/Learning was observed.

b) Headmasters and a few parents were interviewed.